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ABSTRACT

The report analyzes the effectiveness of Dean's Grant projects (DGPs), federally funded programs designed to help prepare regular preservice educators to deal with mainstreamed handicapped students. Following a review of demographic data on the 112 DGPs, survey and questionnaire results are summarized in an examination of such aspects as DGP evolution, outreach or spin-off activities, curriculum change, facility attitude change, and student attitudes toward DGPs. Chapter 4, "What Have We Learned from the Dean's Grant Projects?" by J. Rand Whitmore, addresses four categories essential for DGP success: project leadership and organization, strategies to achieve faculty interest and participation, strategies to achieve denied curricular change, and project evaluation design. Chapter 5 presents a lengthy evaluation of the 19 central regional programs. "The Dean's Role in the Dean's Grant Project: Director and Advocate" by C. Sivage et al. cites case study research of 10 DGP sites. The extent to which 10 clusters of teaching capability were emphasized in DGP-Influenced Teacher Education programs is the focus of chapter 7, "A Preliminary Study of the Clusters of Capabilities: An Approach to Curriculum Development in the Dean's Grant Projects," by M. Gazvoda. The final chapter examines the future of DGPs in terms of discontinuance of federal funding, emerging issues and problems, and future challenges in DGPs. Appended material includes examples of evaluative instruments used in local projects. (CL)

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THE DEAN'S GRANT PROJECTS

A DESCRIPTIVE ANALYSIS AND EVALUATION

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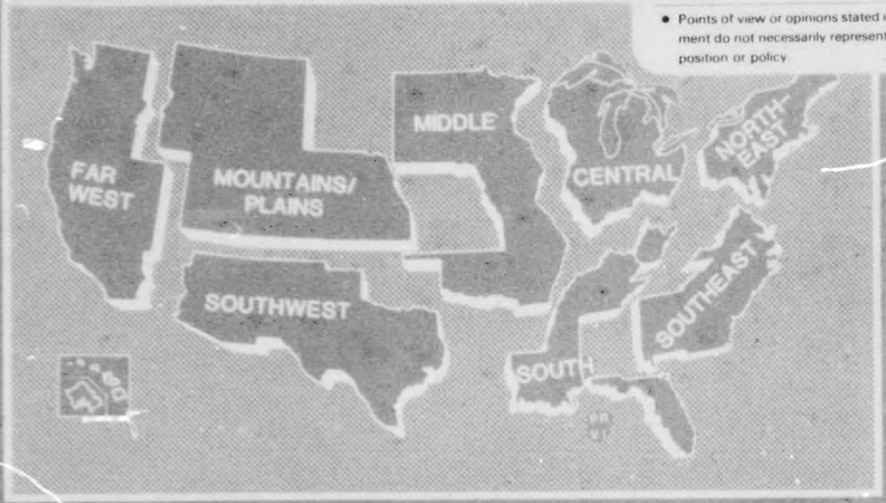

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Minneapolis, Minnesota

1981

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THE DEAN'S GRANT PROJECTS

A DESCRIPTIVE ANALYSIS
AND EVALUATION

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October 1980

Executive Report of

The Dean's Grant Projects:

A Descriptive Analysis and Evaluation

Introduction

Dean's Grant Projects (DGPs) were started in 1975 under the leadership of Dr. Edwin W. Martin, then head of the Bureau of Education for the Handicapped,[*] to encourage teacher-education programs to prepare all their graduates to work under the new conditions established by Public Law 94-142. The grants, intended to support faculty development and curriculum change in pre-service teacher-education programs, have been relatively small (the average is just above $40,000 annually); they are not enough to underwrite all the operations of teacher education, but they are a significant resource for deans of education when used in carefully targeted ways.

In 1979-80, the year in which most data reported here were gathered, 112 DGPs were operating in 42 states, the District of Columbia, and 2 territories. From 1975-1980 a total of 205 DGPs were funded. These institutions prepare about 38 per cent of the new teachers of the nation. For the 1980-81 year, 141 DGPs, including 51 totally new projects, are in operation in 45 states. The DGPs are linked through a National Support Systems Project (NSSP), which is directed by Prof. Maynard C. Reynolds, at the University of Minnesota. The NSSP conducts regional and state meetings, offers assistance to individual projects, links DGP work to other national activities, and publishes materials that help DGPs to carry out their plans and to disseminate project products. Eight regions, each headed part time by a dean (or former dean) of education, are included in the NSSP structure.

What Goes On In DGPs?

Two things always happen in DGPs:

- Faculty development: through literature, conferences, retreats, seminars. Emphasis tends to be on faculty awareness and knowledge during the first and second years of DGP operations; later emphasis shifts to definite performances, attitudes and needed collaborative relationships.

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[*] Dr. Martin now serves as Assistant Secretary for Special Education and Rehabilitation Services of the Department of Education. Dr. Thomas Behrens has been the staff officer in charge of Dean's Grant Projects for their entire history.

- Curriculum development: usually includes new courses and/or new elements in existing courses; quite often it involves important and even total revisions of entire programs. Curriculum changes tend to follow a continuum of attending, first, to identifying needs, then to planning and, finally, to implementing the changes.

Procedures that seem to work well include the following:

- Use of DGP resources in small amounts to support many faculty activities rather than to support a small project staff.
- Strong leadership by the dean.
- Systematic involvement of all faculty members.
- Use of parents, handicapped persons, and "outside" educators as advisers.
- Use of highly reputable, "regular" faculty members as leaders.

Procedures that do not work well include the following:

- "Ownership" of the project held in the special education department.
- Just "adding on a course" from the special education department.

What are the indirect or "spin-off" results of DGPs?

- Better understanding and cooperation by special and regular education faculty members.
- More systematic approaches to major curriculum innovations.
- More cooperation with state departments of education and state-affiliates of the American Association of Colleges for Teacher Education.
- More directed use of sabbatical leaves for faculty members.

What can be expected of DGPs in their first 3-year cycle?

- Significant progress in faculty awareness.
- Significant progress in planning curriculum revisions.
- Adoption and pilot testing of new curricula.
- Beginning impacts upon students (by second or third year).

What can be expected of DGPs in their second 3-year cycles (years 4-6)?

- Full execution of plans that were developed in the first cycle.
- Full evaluation, revision, and refinement of programs.
- Extension of the project activities to all parts of teacher education.
- Documentation and dissemination of project results.

Should DGPs be funded beyond 2 cycles (6 years)?

- The general answer of advisers to the DGP program is, "No".
- "But" with occasional exceptions in the case of truly exemplary projects that have planned long-range evaluative studies, including follow-up of graduates.

What are the reactions of students and community educators to DGPs?

- Positive, even excited, about developments.
- Much inquiry: "What's happening?"
- Quality is demanded. "If it's just 'more of the same', forget it!"

What progress has been made?

A survey of all projects (111 of 112 projects responding) in Spring 1980 showed the following results for projects in years 4 and 5:

	Per cent having made significant or complete changes
Curriculum changes	72
Faculty knowledge re Public Law 94-142	87
Student knowledge re Public Law 94-142	88
Broad program changes accomplished	58
Practicums revised	42

After 3-4 years of operation, DGPs are demonstrating nearly a 90 per cent level of accomplishment in faculty and student "awareness and knowledge", and about 70 per cent in curriculum change. More than half the DGPs have made broad programmatic changes in response to Public Law 94-142. Less than half (42%) have accomplished goals in revising practicums, but that may be expected in view of the DGP emphasis on faculty awareness and curriculum change. Progress has been much better in some areas, notably, elementary education, than in others.

The Dean's Role

The grants put deans of education in a critical role, that of advocate of curricular reform. Dr. Edwin W. Martin's original program announcement (July 25, 1974) was direct in asking the dean's assistance "as a change agent". Many federal grants to colleges and universities have been described as "marginal and autonomous" or only "loosely coupled", quickly dissolving when funding ceases; the Dean's Grants are different. They are lodged with persons in the central position for planning, persuading, and negotiating for deep and lasting change. What's the result? A coordinated study in the field by University of Oregon researchers shows the following:

- Deans are more involved in the project, much more than could have been expected. They are not just present; they are direct persuaders and mediators. Day-by-day management is usually left with a project coordinator, but the dean functions as the major figure.

- Deans have immediately linked the grant activities to larger goals of the education unit and college, a primary consideration in the institutionalization of any change.

- Deans also have linked the grant to state-wide activities in teacher education, certification, and accreditation.

In sum, the assumptions made in giving these grants to deans of education have been fulfilled.

The Curriculum

The curricular changes undertaken as part of DGP activities have varied greatly but attempts have been made to define the common body of practice required of teachers under Public Law 94-142. The result is the definition of 10 clusters of capability; it is now quite widely agreed that teachers should be given preparation in these capabilities. In a survey of DGPs on whether these areas of work were emphasized by their projects, the following percentages were reported:

"Clusters of Capability"	Percentages of DGPs working in area and/or wanting help
Curriculum - a broad orientation to curriculum and how to modify it for individuals	76.8
Teaching basic skills - all teachers need preparation to teach the literacy skills plus basic life maintenance and personal development skills	70.0
Consultation - using consultation in studying individual children and designing alternative educational programs	74.8
Parent-school relationships - understanding families and skill in communicating with parents, with emphasis on minority group families	74.1
Class management - skill in maintaining attention, order, and "favorable climate" in the classroom	82.0
Individualized teaching - including diagnostic procedures and systematic approaches to individualized instruction	82.0
Exceptional conditions - basic knowledge of exceptional conditions and classroom procedures for accommodation; includes orientation to collaborative work with specialists	89.7
Referral and observation - procedures and obligations for using specialized resources	84.7
Student-student relationships - helping nonhandicapped children to understand and accept handicapped classmates	78.0
Legal requirements and professional values - training in due process requirements, orientation to related ethical issues	87.8

The Future

The topics presented below have emerged in recent discussions among DGP leaders and advisers who were considering the future of DGPs. Only topics that call for new activities or emphases are listed.

- More attention should be given to changing the preparation of educational administrators, also to that of counselors and school psychologists.
- DGPs should press for more progress at the secondary teaching level and in the special subject fields (e.g., vocational education, music, art, etc.).
- Colleges should build into teacher-education programs the capacity to create understanding and skill in dealing with families, especially minority group families.
- Handicapped persons, parents of handicapped children, and representatives of minority groups should be used regularly as advisers in DGP activities at all levels.
- Efforts are needed at national and state levels to establish certification and accreditation standards in teaching that relate to Public Law 94-142.
- DGPs should be extended to give attention to graduate programs in which the "next generation" of teacher educators is being prepared.
- Special studies should be made of consortium arrangements among colleges and of other procedures by which results of DGPs can be extended to all teacher-preparation centers.

Conclusion

DGPs have been a success in the first five years of the program. Strong models for teacher education now exist that take into account the policies of Public Law 94-142; the curricular implications of the new policies have been explored and a new literature is being developed; and cooperative linkages have been established among institutions and professional organizations to help to disseminate new insights and products. In sum , the DGPs and the institutions in which they operate represent a significant and growing resource for the further work to be done in implementing Public Law 94-142. Indeed, the Dean's Grant Projects may very well have helped to open important new perspectives on and enlist a new source of energies for teacher education in general. With the Dean's Grant Projects, what at first may have seemed to be marginal has, in fact, become a central force for change.

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Chapter 1

Introduction

It is to the credit of the Bureau of Education for the Handicapped and Dr. Edwin Martin, Deputy Commissioner of the Office of Education,[1] that the program of grants to deans of colleges and schools of education was in the planning stage even before The Education for All Handicapped Children Act of 1975 (effective October 1977) was enacted as Public Law 94-142. The Dean's Grant Program was authorized to provide support for this law by encouraging teacher-education programs to prepare their graduates to work under its new mandated conditions; thus the purpose of the Dean's Grant Program was stated as follows:

> ...to reform training sequences and curricula to include competencies for responding to the individual challenges of children, including the handicapped, who require additional attention.

The seeds of Public Law 94-142 were in the many adjudications, starting with Brown v. Board of Education in 1954, which defined the rights of handicapped children and youth to appropriate and life-enhancing education delivered according to individualized programs in the same settings, to the maximum extent feasible and productive, with their nonhandicapped peers. These new policies held important implications for the preparation and practice of regular classroom teachers. They could expect to be increasingly involved in conducting diagnostic studies of handicapped students, developing and writing Individualized Education Plans (IEPs) for them, consulting with colleagues and parents about such plans, providing individualized instruction for the students, and monitoring their progress. The policies also carried challenges for school administrators (e.g , principals) and specialists (e.g., school psychologists, speech-language psychologists, and counselors).

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[1] When the Department of Education was organized in 1980, the Office of Special Education succeeded BEH and Dr. Martin, who had headed BEH, became Assistant Secretary for Special Education and Rehabilitation Services. Dr. Thomas Behrens of BEH and OSE has been the staff officer in charge of the Dean's Grant Projects for their entire history.

At the time Public Law 94-142 became effective, few classroom teachers, administrators, or specialists had the knowledge and skills to facilitate the transition to the new roles and classroom practices demanded of them. A massive inservice program was written into the law but the reorganization of pre-service teacher-education programs was made a province of the Dean's Grant Program.

Remarkably quickly after the first grants were awarded in 1975 and the first Dean's Grant Projects (DGPs) began to operate, it became apparent that the purpose of the grants could not be carried out merely by adding a course or two or expanding a practicum. Analyzing the feedback received from the projects during their first two years of operation, Dr. Behrens reported :

> Most of the feedback that BEH received during the first two years was enthusiastic. However, each project reported that to bring about the needed change--to reconceptualize the teacher-preparation curriculum as one in which the learning needs of handicapped children are an integral part--is a much more difficult and far-reaching undertaking than originally was conceived.... When a Dean's Grant Project has gotten off the ground, the dean, faculty, and students realize that the project can bring about a long overdue change in our total educational system. Thus the original modest goal of the Dean's Grant Projects has become a

large one--institutional change. (Behrens & Grosenick, pp. 3-4)[2]

The two basic problems faced by the projects, according to Behrens and Grosenick, were changing the attitudes of teacher educators toward handicapped childen and the laws relating to the education of these children (Public Law 94-142 and Sections 503 and 504 of the Vocational Rehabilitation Act of 1973), and preparing faculty members to reconceptualize and revise their teacher-training curricula.

Any review of the Dean's Grant Projects is inadequate if it does not take into consideration the climate at the time they were initiated. Federal courts in different parts of the contry were still adjudicating disputes over the elimination of segregated education for minority group students; parents of individual minority children were suing school systems to return their children from special education classes to regular classrooms; middle-class white parents were pressuring school districts to expand the number of special education facilities for their handicapped children; culturally biased testing in the schools was under attack; the movement of the baby boom generation into colleges and universities emptied elementary and secondary schools and delimited employment opportunities for graduates of teacher-education programs; and the question of how large is the genetic component of IQ was still being hotly debated. When the first conference of DGP personnel was held in Minneapolis, Minnesota, in July 1975, one of the main presenters considered it necessary to play the role of devil's advocate for mainstreaming.[3]

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[2] T. Behrens & J. K. Grosenick. Dean's Grant Projects: Supporting innovations in teacher education programs. In J. K. Grosenick & M. C. Reynolds (Eds.), Teacher education: Renegotiating roles for mainstreaming. Reston, VA: The Council for Exceptional Children, 1978, 1-6.

[3] M. Scriven. Some issues in the logic and ethics of mainstreaming. In M. C. Reynolds (Ed.), Mainstreaming: Origins and implications. Reston, VA: The Council for Exceptional Children, 1976, 59-65.

In 1975, the organization of schools and colleges of education still followed the traditional separation of regular and special education, conceptually, physically, and psychologically. Many faculty members in regular education programs considered themselves to be academic scholars and, thus, they minimized any ties to public school education. In some institutions, the windfall of federal funds to develop special education programs further separated the two faculties. Thus, when DGPs were organized in colleges and schools of education, many regular education faculty members tended to dismiss them as another special education political plum. Whatever profile of DGPs may be drawn by the objective data of a review, no one can deny the remarkable performance of most DGPs in opening and communications between the two faculties, nurturing their cooperation, and setting in motion the machinery which is leading to the institutional and programmatic reorganization of institutions that train teachers.

From the beginning of the Dean's Grant Program, the individual projects have been linked in a national network and six informal regional groupings which are supported by the National Support Systems Project (NSSP); NSSP is located at the University of Minnesota and is directed by Professor Maynard C. Reynolds. Each regional grouping is headed by a regional liaison (see Table 1 for the distribution of projects by regions and the related liaisons). Most of the data reported in subsequent chapters of this report were gathered from the 112 projects operating in 1979-80.

Support activities for the DGPs have included numerous conferences at regional and national levels, the dissemination of information through different kinds of publications, technical assistance to individual projects, interproject visits, and other informal and formal procedures to provide information, motivation, and assistance. The NSSP, it should be noted,

Table 1-1

Regional Groupings of Dean's Grant Projects and The Regional Liaisons*

Northeast

DEAN CORRIGAN, LIAISON
University of Connecticut
University of Maryland
Simmons College
Westfield State College
Glassboro State College
Kean College
Rutgers College
Bank Street College of Education
Fordham University
Hunter College
Natl. Alliance of Black Schl. Educators
University of Vermont
American University
Univ. of the District of Columbia
Howard University
University of Puerto Rico/Main College
College of the Virgin Islands

Southeast

CORDELL WYNN, LIAISON
Alabama A & M University
Auburn University
University of South Alabama
Atlanta University
Georgia Southern College
North Georgia College
Barber-Scotia College
North Carolina Central University
Western Carolina University
University of North Carolina
Furman University
Hampton Institute
Norfolk State College
Old Dominion University
Virginia Commonwealth University
Virginia Union University
Bethany College
West Virginia University

South

BERT SHARP, LIAISON
University of Florida
University of West Florida
University of New Orleans
Jackson State University
University of Mississippi
University of Southern Mississippi
Memphis State University
Peabody College for Teachers of
  Vanderbilt University
Tennessee State University
The University of Tennessee
North Texas State University
Southern Methodist University
Texas A & M University
Texas Southern University
Texas Tech University
Texas Woman's University
University of Houston
University of Texas/El Paso

Central

PERCY BATES, LIAISON
Bradley University
Illinois State University
Northern Illinois University
Roosevelt University
Southern Illinois University
University of Illinois
Purdue University
Eastern Kentucky University
Murray State University
University of Kentucky
Central Michigan University
University of Michigan
College of St. Rose
SUNY/College at Brockport
SUNY/College at Potsdam
Syracuse University
Cleveland State University
University of Akron
Duquesne University
University of Pittsburgh
University of Wisconsin-Oshkosh
University of Wisconsin-Whitewater

Middle

BOB G. WOODS, LIAISON
Arkansas State University
University of Arkansas/Fayettesville
University of Arkansas/PineBluff
University of Iowa
Kansas State University
University of Kansas
College of Saint Teresa
Central Missouri State University
Southwest Missouri State University
St. Louis University
University of Missouri/Columbia
University of Missouri/St. Louis
University of Nebraska/Lincoln
University of Nebraska/Omaha
University of North Dakota
Oklahoma State University
Augustana College

Far West

ROBERT GILBERTS, LIAISON
Arizona State University
California State University/Northridge
Pacific Oaks College
San Diego State University
San Francisco State University
Sonoma State University
Colorado State University
University of Colorado
University of Denver
University of Northern Colorado
University of Hawaii
Idaho State University
University of Idaho
Eastern Montana College
Oregon College of Education
Portland State University
University of Oregon
Utah State University
Eastern Washington University

*Beginning in 1980 two additional regions were created and two new liaisons joined the group. They are Dale Scannell, Dean of Education, University of Kansas, and Henrietta Schwartz, Dean of Education, Roosevelt University, Chicago. Continuing liaisons were:

Percy Bates: Assistant Dean of Education, University of Michigan (on leave, as of August 1980 to Office of Special Education).

Dean Corrigan: Dean of Education (1979-80), University of Maryland. Currently, Dean of Education, Texas A & M University, College Station.

Robert Gilberts: Dean of Education, University of Oregon.

Bert Sharp: Professor (and formerly Dean), University of Florida.

Bob G. Woods: Dean of Education, University of Missouri-Columbia.

Cordell Wynn: Dean of Education, Alabama A & M University.

operates with a minimal permanent staff; by depending upon professional colleagues whose primary identifications are with other institutions and roles, NSSP tries to maintain a very high degree of objectivity in its relations with DGPs.

In addition to the 112 DGPs operating in 1979-80, 42 other projects were in operation for one year or more between 1975-79. Thus, teacher education in a total of 154 institutions of higher education has been influenced by DGPs. The graduates of these institutions during the five-year period represent approximately 38% of all teacher education graduates in the United States during the same period (see Table 2).

The Reports

This report is not the result of long planning. It grew out of urgent administrative concerns expressed to the NSSP in the spring of 1980. The need is obvious for reports that illuminate major programs such as the Dean's Grant Projects, which are supported by government agencies, but sometimes there is uncertainty over who should prepare such reports and for what purposes. The agency responsible for technical assistance, in this case NSSP, often is in a good position to provide descriptive information but is reluctant to make evaluations and public reports because they border on a monitoring rather than assistance function. Federal agency staff, on the other hand, are often handicapped by lack of support funds for frequent field visits and those other activities that are necessary to optimal monitoring procedures. Evaluations conducted by outside agencies, on the other hand, too often fail to identify the real issues of the projects.

Table 1-2

Teachers Graduated from Teacher Education Programs in Institutions of Higher Education, 1973-74,* by Total and by Institutions Awarded DGPs

	No. Graduating in Total Nation	No. Graduating from Institutions having DGPs	Percentage Graduating from Institutions having DGPs
Elementary Teachers	103,303	33,087	32.03
Secondary Teachers	12,736	5,768	45.29
Vocational Teachers	10,873	4,579	42.11
Totals	126,912	48,013	37.83

*Sources: Postsecondary Education: Earned Degrees Conferred 1973-74, Institutional Data. Washington, DC: National Center for Education Statistics, 1976.

(1973-74 is the most recent year information is available by individual institution.)

In the several months of negotiation and planning for this study many persons and perspectives have joined to create what we hope is a useful report and the first of what, now, is expected to be a continuing series of annual reports. The outline and plans for the study and report were first explored with the NSSP Advisory Board.[4] A detailed plan was then discussed with Dr. Behrens and other members of his staff and given final review by the Advisory Board. A number of descriptive and evaluative materials, some already in preparation as the result of various initiatives, were then pulled together. They include a series of interviews with project personnel conducted by Dean Corrigan; a special study of the behavior of deans of education as participants in DGPs, which was being conducted by several staff members at the University of Oregon (Carol Sivage, Diane Reinhard, and Richard Arends); the data from the doctoral dissertation of Margaret Gazvoda of American University (with external advice by Maynard Reynolds, David Rhoads, and Robert Gilberts); a continuing field-based search for "what we've learned" by Joanne Whitmore; and a special study being conducted in the Central region of NSSP under the leadership of Percy Bates and Henrietta Schwartz. In addition, the contributions of DGP personnel were solicited through group interviews and mailed questionnaires. Few of the data presented in this report can be assigned statistical significance because of their nature. In turn, the kinds of data which can be presented are determined by the kinds of activities in which DGPS are engaged (e.g., changing attitudes, encouraging cooperation, reorganizing curricula).

Some earlier reports also should be considered in forming the total picture of DGPs. Notable among these is the book edited by Judith Grosenick and Reynolds[5] and the whole of the Journal of Teacher Education (1978, 29[6]), which deals with Dean's Grant Projects and related issues. Professor Bert Sharp, the regional liaison for the South, provided the leadership to realize the journal publication. In 1979, a popular brochure, Deans' Grants, was prepared by NSSP[6] and the staffs of individual projects published scores of articles and sets of training materials between 1975-1980.[7]

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[4] Comprising all regional liaisons plus Mrs. Martha Ziegler, Director of the Federation for Children with Special Needs, Boston, Mass., and Dr. Dean Tuttle, Professor, School of Special Education and Rehabilitation, University of Northern Colorado, Greeley, Colorado.

Purposes

In the ensuing chapters of this report, its purpose is documented as follows:

1. To describe what goes on in Dean's Grant Projects.
2. To identify the main elements of success in the projects.
3. To identify tentatively what seems to be the causes of successes and failures of projects.
4. To examine the assumption that there is special merit in lodging these grants with deans of education.
5. To present the main curriculum developments that are emerging in the DGPs.
6. To estimate the general progress of DGPs in meeting their objectives.
7. To discuss some of the implications of DGPs for the future.

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[5] J. Grosenick & M. C. Reynolds (Eds.). Teacher education: Renegotiating roles for mainstreaming. Reston, VA: The Council for Exceptional Children, 1978, 410 pp.

[6] Copies of the brochure and a list of about 20 other publications on DGPs can be obtained by writing to NSSP.

[7] See the 1980 Directory (in preparation) of DGPs to be published by the NSSP; it lists reports and available materials of all projects.

This report is not a tightly designed research study but, rather, is an account of the processes and progress of DGPs which has been prepared for the community concerned with these projects. The planning process involved many people. In its final form, the report reflects differences in perspectives on and values relating to Deans' Grants. Although the effort was made to be as objective as possible, admittedly one overarching idea was to structure something like a consensual statement on what DGPs are and how they are faring. Only when there is some reasonable degree of concurrence among federal officers, local project personnel, teachers, parents, and other concerned persons is it likely that the projects will thrive and impact strongly on educational practices.

In reading the evaluation part of this report, it is important to consider carefully what the domain of the DGPs is and what the appropriate criteria for evaluation should be. Changes in teacher preparation are directed ultimately toward improving the lives of school children and youth through better teaching and learning. But, clearly, it is not feasible for every local project to be evaluated against such remote criteria. The more remote the relation of the change to ultimate objectives, the more the problem becomes one of basic research rather than project evaluation.

In the case of Dean's Grant Projects, one can posit a long sequence of relations, and criteria for evaluation can be chosen at any point. For example, consider the schema (Table 3) that shows nine stages of linkage between DGPs and their ultimate clients. Obviously, it is a very difficult undertaking, one for which no effective method exists to demonstrate that progress at level 1 results in gains at level 9. On the other hand, it is reasonable to suppose that even in the case of a relatively small DGP one should be able to assess the status of Faculty Development (level 1) and how it relates to level 2 (Curriculum Planning) and level 3 (Adoption of Curricular Changes).

Table 1-3

Linkages Between DGPs and Their Ultimate Clients

9. The lives of children taught under the new conditions show superior long-term achievements and enhancements.

8. Children taught by teachers receiving the new curriculum learn effectively - "gain" data refer to children

7. Students demonstrate knowledge and skill in the complex independent teaching situation of the public schools.

6. Students develop skills in teaching handicapped children in limited settings (practice teaching).

5. Students (teacher candidates) learn about handicapped children and new modes of instruction for them.

4. Implementation of new curriculum

3. Adoption of Curricular Changes

2. Curriculum Development

1. Faculty Development

In Table 3, the box formed by the broken lines contains the first three levels of activity which are the only levels supported by DGPs; it is at these levels that evaluative criteria should be examined. It is not reasonable, for example, to expect "hard data" from DGPs on the learning of college students, to say nothing of child-oriented data; DGPs are addressed only to faculty development and curriculum change. It is reasonable, of course, to expect the conceptualizations offered and the actual changes undertaken at levels 1, 2, and 3 to be consistent with the knowledge base currently available to teacher educators.

The audience for this report should be large and diverse. If any one group of readers is critical it is the leadership and staff members of the Office of Special Education (OSE) who make the decisions on the support or rejection of individual projects and on the Dean's Grant Program as a whole. They present the case for the Dean's Grant Program to administrative and legislative leaders for ongoing and future supports, and they need all of the information which can be provided. Considered as part of the OSE staff are all personnel who serve DGPs in one way or another and the advisers to OSE, such as the field readers of DGP applications; given the research-oriented concepts of federally financed projects that often govern the decisions of these advisers, it is essential that they and proposal readers attend to the descriptions in this report of what goes on in projects and what distinguishes successful from unsuccessful projects. They will gain a better basis for their decisions from this report.

University and college personnel now conducting projects also should find this report useful, especially those who are just beginning projects or launching activities on their own without special federal funding. The report is intended to assist them in planning their work and accelerating their progress in implementing the new policies on education for handicapped children and youth.

Further, the report may be useful to school personnel (teachers, principals, and others) and parents as a demonstration of how institutions of higher education are responding to the impact of Public Law 94-142 on elementary and secondary public schools and thereby encourage joint planning among schools, parents, and institutions of higher education. All educators and parents are members of one community. DGPs represent a serious commitment to the quality of education for all children at the local level by the institutions offering teacher-education programs; it is important that all members of the educational community understand this commitment.

The body of this report is organized as follows: Chapter 2 provides an overview of project demographics and outcomes, based mainly on the study by Margaret Gazvoda of projects operating in the 1979-80 academic year. Chapter 3 reports on some of the kinds of activities which are included in DGPs and offers summary judgments on the projects by personnel who were conducting "mature" projects, that is, those operating in their fourth or fifth year. The data for Chapter 3 were collected mainly in Spring, 1980. Chapter 4, by Joanne Whitmore, reports informal observations which were collected during many project visits and regional conferences on "what has been learned in Dean's Grant Projects" and what may account for success and failure. Chapter 5 is a report of a study conducted in the Central Region of NSSP by Percy Bates and Henrietta Schwartz. Chapter 6 is the report of a special study by Carol Sivage, Diane Reinhard, and Richard Arends on the role of deans of education in DGPs. Chapter 7 reports the findings of a questionnaire survey conducted by Gazvoda on an emerging conceptualization of the curricular implications of Public Law 94-142 for teacher education. Finally, Chapter 8 draws on a broadly based study of the future of the Dean's Grant Projects and the issues that they raise.

Chapter 2

Project Demographies and Outcomes

Marjorie W. Gazvoda

American University

The information presented in this chapter has been abstracted, in the main, from the survey of 1979-80 projects conducted by M. W. Gazvoda as part of her dissertation research. Of the current 112 DGPs, 111 participated in the survey. Inasmuch as not all project personnel answered all questions, the population Ns on some items show considerable variation. Gazvoda's data are nearly complete and, therefore, they provide an important dimension in this review.

The DGPs surveyed in 1980 were variously in their first through fifth year of operation with almost half in their first year (Table 2-1). Specifically, 53 projects, 47.7% of the total, were in their first year of operation in 1979-80.

Those DGPs that were in the fourth and fifth years of operation would have gone through two major reviews, prior to 1980, because project funds usually are awarded for 3-year cycles. Thus, projects entering the fourth year would have submitted major applications for renewal and demonstrated sufficient progress to warrant the awards of new grants for second 3-year cycles. Table 2-1 shows 26 such "mature" projects.

About 70% of the projects employ a Project Coordinator (usually part time) who augments the dean's leadership. The seniority of persons filling this role tends to be low (see Table 2-2). Project coordinators hold relatively junior rank, a fact considered less than optimal by many observers.

Table 2-1

Year of DGP's Operation in 1980

Year	Frequency	Percentage
1	53	47.7
2	21	18.3
3	12	11.0
4	3	2.8
5	23	20.2
	112	100.0

Table 2-2

Faculty Rank of Dean's Grant Project Coordinators, 1980

Rank	Frequency	Percentage
Full Professor	14	17.7
Associate Professor	16	20.3
Assistant Professor	26	32.9
Research Associate	2	2.5
Research Assistant	1	1.3
Instructor	10	12.7
Other	10	12.7
	79	100.1

The specializations of project coordinators are given in Table 2-3. Somewhat over half the coordinators are special educators which, again, is a doubtful choice in many instances from the viewpoint of encouraging a broad sense of project ownership among faculty members.

Tables 2-4, 2-5, and 2-6 tabulate the data on the types of institutions that are hosts for DGPs and their locations and student enrollments. On the whole, they are public institutions, weighted somewhat toward urban locations, and widely diverse in size. The median institution has an enrollment of 10,000-20,000 students. The campuses probably are representative of teacher-preparation institutions of higher education for the nation as a whole on these variables.

The target areas for faculty development and curriculum modification vary somewhat among the projects but elementary education heads the list with secondary education in second place. It is usual for the first target of a project to be elementary followed by secondary education. Table 2-7 summarizes the DGP curriculum target areas for 1979-80.

Responses indicate that 78 DGPs have a general Advisory Committee made up of persons from both in and outside the institution. Project personnel noted that such committees serve a significant role in establishing the DGP's importance and making it a community activity. Various liaisons have been established with public agencies through the participation of representatives of different bodies on the committee. A key comment frequently volunteered was that it is "important to meet regularly and to have specific functions."

Table 2-3

Major Field of Dean's Grant Project Coordinators, 1980

Field	Frequency	Percentage
Elementary Education	5	6.3
Secondary Education	3	3.7
Special Education	43	53.7
Administration	3	3.7
Supervision	1	1.2
Counseling	6	7.5
Human Development	2	2.5
Other	17	21.2
	80	99.8

Table 2-4

Type of Institutions in which DGPs are Located, 1980

	Frequency
Public	89
Private Sectarian	10
Private Nonsectarian	12
	111

Table 2-5

Locations of Host Institutions for DGPs, 1980

	Percentage
Urban	58.2
Suburban	20.3
Rural	20.3
	98.8

Table 2-6

Total Student Enrollment in Host Institutions for DGPs, 1980

Category	Frequency	Percent
Less than 1,000	6	5.6
1,000 to 5,000	19	17.8
5,000 to 10,000	27	25.2
10,000 to 20,000	27	25.2
20,000 to 30,000	19	17.8
Over 30,000	9	8.4
	107	100.0

Table 2-7

Certification Areas/Target Population, 1980

	Percent[*]
Elementary Education	95
Secondary Education	92
Special Education	54.8
Administration	42
Supervision	23
Counseling	26
Other	25

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[*] Because projects often focus on more than one area, the percentages do not add up to 100.

Project Outcomes

When project representatives were asked to summarize the goals for and outcomes of their projects on several brief rating scales, the highest average rank was given to "General Awareness of P.L. 94-142," followed by "Attitudinal Change of Faculty" and "Curricular Revisions " (Table 2-8). The ranking of these expected outcomes undoubtedly is related to the length of time projects have operated. Because many projects were very new in 1980, it is understandable that their attention was then focused on general awareness and attitudinal topics.

Respondents were given a list of 18 project outcomes and were asked to check those on which they had made "progress to the point of observed outcomes." The results are summarized in Table 2-9. Listed first, with positive outcomes in 91 of 109 projects reporting, was Faculty Awareness of the Least Restrictive Alternative concept. Many colleges (N = 69) reported the development of a materials resource center and a project advisory committee (N = 52). Other high-frequency responses were Developed Field-Based Experiences, (46), Established Continuing Project Staff (43), Team Teaching - Regular and Special Education (40), Redesigned Undergraduate Elementary Education (38) and Redesigned Undergraduate Secondary Education (34).

Respondents were asked to rate the achievement of their projects on several basic and common goals in DGPs. For each goal they were asked to rank its importance and rate it according to the following scale.

1 - not applicable
2 - not met at all
3 - met slightly, but not in full
4 - addressed extensively, but not to completion
5 - completed

Table 2-8

Ranking of DGP Expected Outcomes

Expected Outcomes Ranking	Mean	N
1 General awareness of P.L. 94-142	2.3	106
2 Attitudinal change of faculty	2.5	107
3 Curricular revisions	2.6	105
4 Attitudinal change of students	3.4	103
5 Programmatic changes	3.8	100
6 Organizational changes	5.1	98

Table 2-9

Project Levels Achieved to the Stage of Observed Outcomes

N = 109

	Frequency of Projects
Faculty Awareness/LRE	91
Developed Materials Resource Center	69
Advisory Committee Established	52
Developed Field-Based Experience	46
Established Continuing Project Staff	43
Team Teaching-Regular and Special Education	40
Redesigned Undergraduate Elementary Education	38
New Course-Special Education	34
Redesigned Undergraduate Secondary Education	34
New Course-Regular Education	33
Restructured Existing Course Sequence	30
Credit Course/Special Education	29
New Interdisciplinary Course	16
Restructured Department	16
New Course-Other	15
Independent Study Course	13
Team Teaching-Other	13
Restructured College	11
Other	25

The results are shown in Table 2-10. First-rank importance was given to curriculum changes, followed by faculty and students' knowledge of Public Law 94-142. On ratings of progress, knowledge by faculty of Public Law 94-142 was rated highest of all, followed by student knowledge. Curriculum changes were described on the average as somewhere between "met slightly" and "addressed extensively."

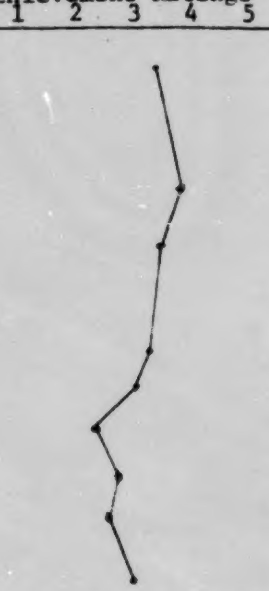
Clearly, progress has been better in elementary education than in any other field. Those fields rated at the lowest levels were often at level one, "not applicable," which is to say that the DGP simply had not yet addressed this area (see Table 2-11). The modal (most frequent) response in the vocational-technical teaching area is "not applicable." In contrast, the modal response in elementary education is "addressed"--level 4.

It is perhaps of more interest to contrast project achievements according to the length of operation. In Table 2-12, data are summarized showing the achievements of the projects by funding year (1-5). The older projects clearly show more achievement than do the beginning projects. In the projects operating 4-5 years, advanced development is shown even more clearly if one lists the percentages of them rated at level 4 and 5 on major project goals (see Table 2-13).

In 87% of the cases of senior projects (in 4th or 5th year of operation), the job of faculty orientation is reported as addressed extensively or complete; in 72% of the cases, curriculum changes have been accomplished. In contrast, only 51% of the first-year projects have made significant curriculum changes.

Table 2-10

Rankings of Importance and Ratings of Achievement on Common Goals of DGPs



Rank		Achievement Ratings* 1 2 3 4 5
1	Curriculum changes in teacher education which provide all teachers with a basis for working with handicapped students	(3.4)
2	Knowledge of PL 94-142 for faculty	(3.9)
3	Knowledge of PL 94-142 for students	(3.5)
4	Program changes for educational personnel	
	Elementary	(3.4)
	Secondary	(3.2)
	Vocational Technical	(2.2)
	School Administrator	(2.7)
	Counselors	(2.6)
5	Development and use of clinical experiences and practicums relating to handicapped students	(2.9)

*1=not applicable; 2=not met at all; 3=met slightly, but not in full; 4=addressed extensively, but not to completion; 5=completed

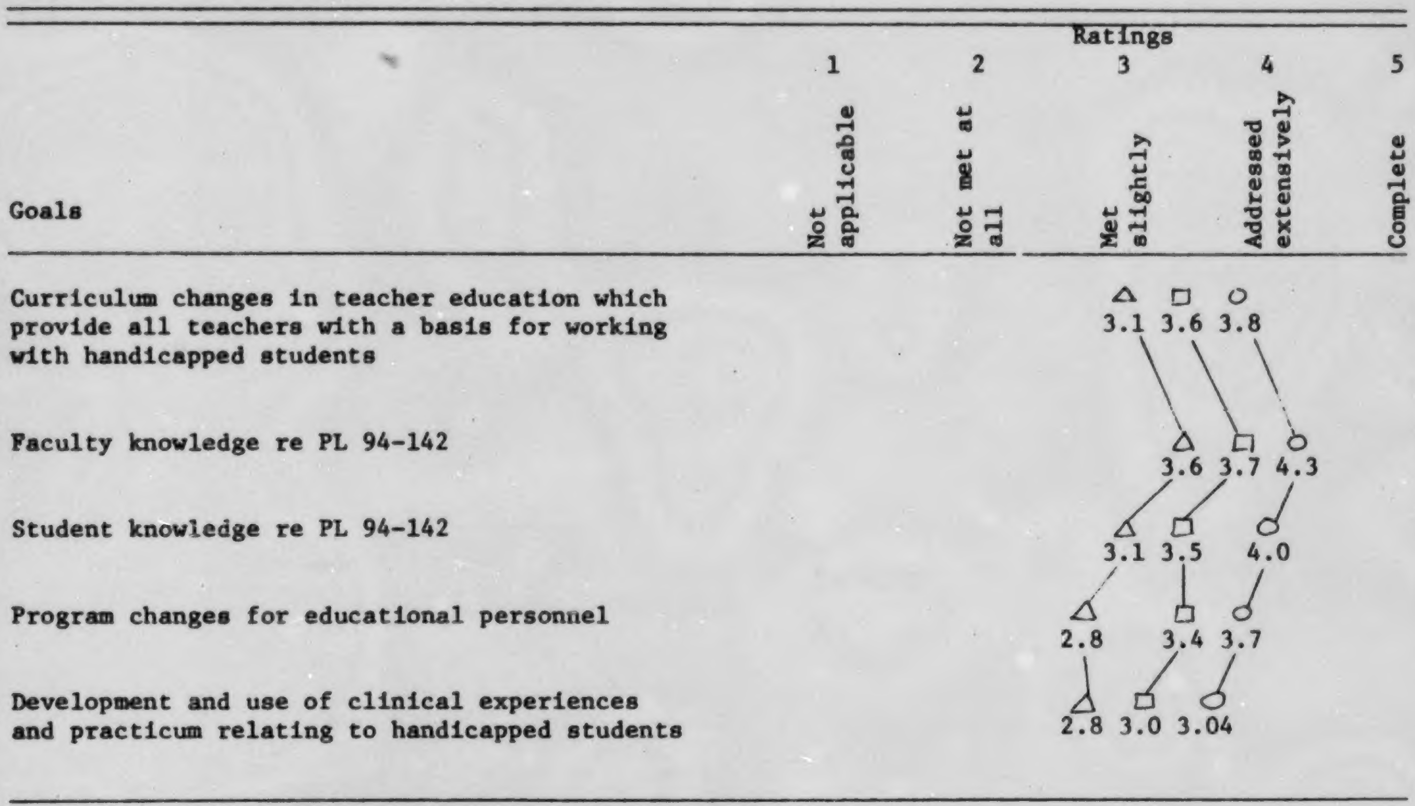
Table 2-11

Percentages of Ratings of Program Achievements in Teacher Education Curriculum Areas at Five Levels

	(1) Not Applicable	(2) Not Met	(3) Met Slightly	(4) Addressed	(5) Completed
Elementary	5.3	9.2	35.5	42.1	7.9
Secondary	5.6	14.1	43.7	31.0	5.6
Voc-Tech	42.6	13.0	25.9	14.8	3.7
Administrators	19.4	17.7	45.2	11.3	6.5
Personnel Workers	34.5	14.5	32.7	14.5	3.6
Counselors	18.2	20.0	45.5	10.9	5.5
Other					

Table 2-12

Ratings of Achievement in 111 DGPs Sub-classified for Number of Years of Operation



△ - First year projects
□ - Second and third year projects
○ - Fourth and fifth year projects

Table 2-13

Percentage of Projects Rated at Levels 4 or 5 on Major Goal Achievements*

	Percentages rating 4 or 5		
	1st year projects	2nd & 3rd yr. projects	4th & 5th yr. projects
Curriculum changes	51	69	72
Faculty knowledge re P.L. 94-142	69	73	87
Student knowledge re P.L. 94-142	50	57	88
Program changes accomplished	31	57	58
Practicum revised and used	31	31	42

*4 = "addressed extensively but not yet complete"

5 = "completed"

Chapter 3

What Happens in a Dean's Grant Project

The information presented in this chapter was collected mainly from three sources: (a) a survey of representatives of relatively "mature" projects who participated in a special session at the (May) 1980 national meeting of Dean's Grant Projects (DGP) personnel; (b) a review of evaluation reports from a subset of individual DGPs; and (c) the Gazvoda study.[8] A questionnaire was used in the May meeting; it was in the form of a slightly elaborated topical outline in which each topic was sketched only enough to indicate the kinds of information that were sought. The DGP representatives responded to the outlined topics with short accounts of their projects' experiences. The responses were summarized by the NSSP staff and the summary information is presented here by topic.

When the data discussed are from the Gazvoda study and the review of individual project evaluations, they are so identified. The largest part of this chapter was derived from the survey of "mature" projects.

How has your teacher-preparation program changed as a result of the Dean's Grant?

Two things almost always happen in response to a Dean's Grant Project: (a) the teacher-education faculty becomes more aware of Public Law 94-142 and the related changes taking place in the schools; and (b) efforts are mounted to change the curriculum in teacher-preparation programs. Each activity usually takes more than one form, even within an institution; the diversity of approaches across institutions is very great.

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[8] Marjorie W. Gazvoda's dissertation research, cited in Chapter 2.

Faculty awareness activities often have included readings, lectures, seminars, exchange visits with other colleges, attendance at special conferences, time off for special studies, and retreats arranged by almost every conceivable means. A particularly promising activity for building awareness has been to involve faculty members in school situations, for example, in "shadowing" handicapped students during a day in school. A number of projects have used Hall's Concerns-Based Adoption Model (CBAM)[9] to assess faculty concerns and awareness in order to plan and evaluate awareness-building activities. The Hall formulation stresses that awareness is not a one-time, one-level phenomenon but, rather, a personal and complex developmental process.

On the curriculum side the following kinds of activities are common:

- Development of a course on exceptionalities among students which is required of all teacher-education students. Sometimes more than one course is required. For example, sets of two or three new courses have been created for addition to the teacher-preparation core.
- Existing courses are examined and then revised to include components relating to handicapped students. Very often, this process follows a faculty study of needed competencies.

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[9] G. E. Hall. The Concerns-Based Adoption Model: A developmental conceptualization of the adoption process within educational institutions. University of Texas, Research and Development Center for Teacher Education, 1974.

Sometimes existing courses are changed by adding or substituting specific modules which have been obtained or developed in selected areas.

- Total teacher-preparation programs are re-examined and revised to add or improve coordination across foundations courses, professional studies, and practicums. Usually, this kind of broad approach develops only after preliminary activities of lesser scope. The "first steps" are taken most often in the elementary education program and then revisions are undertaken in secondary education and special teaching fields.
- Attention is given to the development and use of practicum stations in schools that exemplify as fully as possible the kinds of situations and challenges which can be anticipated under Public Law 94-142.

Other changes prompted by the Deans' Grants, but occurring unevenly, are the following:

- Establishment of a course(s) or other requirements for graduate programs.
- Specific changes are made in the programs for administrators, counselors, or other specialists.
- Establishment of new structures and procedures to bring special education and other academic units into continuing, cooperative relationships.
- Extension of programs beyond the traditional four-year baccalaureate levels.

How has your DGP changed over the years?

This question centers on the life history of the DGP. It asks: In what ways was it necessary to do different things than were first anticipated and what other major alterations of your plans took place?

In general, nearly all projects found themselves following a pattern of movement from emphasis on faculty awareness and development to curricular development to, finally, implementation, evaluation, and monitoring. Many terms are used to describe this pattern of change, for example, "from planning to implementation," "from attitudes to action," "from training faculty to creative use of faculty," and "from theory to practice."

Other frequently noted specific changes in DGPs as they moved through the first few years of operations are the following:

- Use of project resources in small amounts to provide supports to many faculty members rather than to support mainly a small project staff.
- More ownership and management by the general education faculty, less by the special education faculty.
- Less tendency to just add a course and more to make broad efforts to integrate new curricular content in existing courses.
- More attention given to practicum sites and to increasing the number of relationships with regular education teachers and principals in field situations.
- More leadership given to the project by the dean.
- Less tendency for the project staff to "do the work" of the project and a greater tendency to do more facilitative kinds of things for the total faculty.

- More emphasis given to project evaluation and documentation.
- More cooperation with the state department(s) of education and with other teacher-preparation centers in the state and region.

What outreach or spin-off activities have occurred?

Apart from their obvious targets, DGPs were expected to generate peripheral or "spin-off" and outreach activities. What is often not clear in advance, however, is the nature of these activities. Some of the indirect outcomes of DGPs, as reported by project leaders, are listed here.

For almost all projects, one outcome was the enhancement of activities with professional organizations, especially, the American Association for Colleges of Teacher Education (AACTE)[10], the National Alliance of Black School Educators (NABSE), and various state-level task forces and commissions on professional standards and guidelines for teachers. Many DGPs have served as co-sponsors with state-level AACTE units of conferences and other activities relating to Public Law 94-142.

At the national level, the NSSP has engaged in a large number of collaborative projects with the AACTE and other national groups. For example, the NSSP has helped in orientation sessions and providing background materials for state leaders of AACTE affiliate groups. NSSP has had many interactions with state departments of education on such topics as certification and accreditation standards; and with the National Allinace of Black School Educators, the Elementary School Principals Association, and others. A specific form of collaboration between NSSP and other national organizations has been in joint issuance of publications, an especially prominent activity in relation with AACTE and the Council for Exceptional Children (CEC).

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[10] The Association has had a grant from BEH/OSE for work at both state and national levels.

Other frequently listed "spin-offs" include the following:

- Greater cooperation among departments of the college involved in teacher education, especially between the general education and special education faculties.
- Improvement of professional resources (library, resource center, etc.) for faculty members.
- Adoption of more systematic approaches to problems of change and development in teacher preparation.
- Improved governance systems for teacher education in the colleges. In some cases colleges have found their decision-making processes to be inadequate for major decisions, such as those prompted by Public Law 94-142, and the DGP has helped to promote necessary change.
- Stronger professional leadership role taken by deans (or department heads).
- More sharing with other colleges through both formal and informal networks to improve teacher education, especially in the state but also at regional and national levels.
- More directed use of sabbaticals and other development procedures among faculty members.
- Better coordination between foundations and professional studies faculties and curriculum components in teacher education.
- Improved basis for participation in rapidly developing inservice education programs for teachers.

- Faculty research and writing activities increased in areas of concern in DGPs.
- Participation in international activities on the topics of "integration" or "mainstreaming" of handicapped students and implications for teacher education.
- Moving toward extended teacher-education programs.

What issues have you had to face in dealing with faculty and students?

A problem almost everywhere has been developing awareness and understanding among the teacher-education faculty members of Public Law 94-142, particularly the "least restrictive environment" principle. Closely related have been several specific problems, such as the following:

- Establishing a priority of concern for Public Law 94-142 and the DGP among faculty members in the face of such competing issues as racism, sexism, bilingual education, and education for the gifted.
- Establishing a broad sense of ownership for the DGP; for many faculty members, the education of handicapped students has been a problem for the special education faculty. At first, the DGP sometimes appears to be "just another special education project."

Faculty members also have raised many issues about the credibility of the general movement toward mainstreaming. Their questions take such form as the following:

- What teaching competencies are involved? Are they well established? Do we know how to teach and assess competencies in these areas?

- What is the status of the knowledge base for such competencies?
- Where are the models for teacher education and how carefully have they been evaluated?
- What does research say about this total movement?
- Are the schools really making all of these changes? Will the students who are being prepared be allowed to teach as the DGP proposes when they are on-the-job or is much of the DGP proposal unrealistic?

The Dean's Grant Projects have developed in a period when substantial general difficulties in teacher education have complicated planning and decision processes. Some examples follow:

- Many institutions have experienced significant reductions in the enrollment of students in teacher-education programs; the reductions arouse insecurities in faculty members and create tendencies toward conservatism in considering program changes.
- Recent pressures to add special content, for example, in human relations, multicultural education, and drug education, to teacher education programs have crowded the curriculum and made further additions very difficult.
- Reductions in faculty size sometimes have created heavy teaching schedules and larger college classes, which engender morale problems and political problems when additional changes are proposed.

Dean's Grant Projects sometimes produce strains on the college or department of education in a number of general areas, such as the following:

- The ability of faculty members to make major decisions about programs: Sometimes the faculty governance system seems adequate for minor but not for major changes like those sometimes prompted by the Dean's Grant Project.
- Sometimes the DGP is the straw that breaks the camel's back on issues, such as the 4-year limit on teacher-education programs. A majority of the institutions to which DGPs are awarded report major problems because of the time constraints on teacher education, and many report specific actions to deal with the issue at this time.
- Sometimes the DGP leads to changes which could put the college in a disadvantageous position vis-a-vis other colleges of the state or region (e.g., more course requirements result in extensions of the program and added tuition charges).

What is it reasonable to expect in Dean's Grant Projects that are renewed beyond the first three years?

Responses to this question strongly suggest that a single three-year cycle is often not enough time to allow full development of DGPs through the processes of faculty development, curriculum planning, implementation, and evaluation. The common topics suggested by "mature" project personnel for second-cycle operations are as follows:

- Full implementation of plans which were developed in the first cycle.
- Full evaluation, revision, and refinement of programs which were planned in the first cycle.

- Extension of the project to all parts of teacher education and to specialized educational areas plus other parts of the college or university (e.g., including liberal arts faculty who contribute to teacher-preparation programs).
- Documentation and dissemination of project products, including general contributions to the literature.
- Providing help to other colleges, agencies, and schools on the basis of the DGP experience.

What did you learn about curriculum change processes in connection with your DGP?

Most respondents agreed that the process of curriculum change in teacher education turned out to be more difficult than they had anticipated. Some of the common observations follow:

- It is very worthwhile to make careful surveys of existing curricula; they ought to be made more often.
- Sequencing problems in teacher education are very important and should be given more attention. For example, the foundations of education faculty members must accept the responsibility to cover certain specific topics in order that the advancement to professional studies has the necessary undergirding.
- Although the dean's leadership in curriculum change projects is very important, one also needs the strong leadership of some faculty members.
- Persons outside the college, especially handicapped persons and parents of handicapped children, are often very useful in motivating curricular change.

- Major change in teacher-education curricula should involve all faculty members, not just a small task force.
- Developmental work on curriculum development cannot be totally "imported;" materials developed by others can be helpful but, ultimately, the developmental work must be conducted locally.
- Faculty development must be planned and implemented, in the final analysis, in one-by-one fashion, through support of faculty members in their efforts for self-improvement and curriculum development.
- Strong components of general education and foundational studies are essential to teacher education; the DGPs help to make it obvious, for example, that one cannot teach effectively about individual differences among children unless and until strong background is provided in basic child development.

What new courses, if any, have been developed as a result of the DGP?

About half the DGPs reported that one or more new courses had been developed. In approximate order of frequency, the courses are as follows:

- The Exceptional Child in the Regular Class (a survey course on exceptional children in mainstream classes; sometimes separate sections are offered for students in elementary and secondary education, vocational education, etc.).
- Reading and Learning Disabilities (or Diagnostic Prescriptive Instruction).
- Practicums with handicapped students (often with accompanying seminar).

- Practicums with handicapped students (often with accompanying seminar).
- Administrative Issues in Mainstreaming.
- Adapted Physical Education.
- Assessment of Special Needs Students.
- Mathematics Difficulties.
- Preschool Mainstreaming.
- Conferencing Skills for Teachers.
- Children in Groups: The interaction of normal and special needs students.

What progress have you made on faculty attitudes?

This question, relating as it does to the general readiness or predisposition of teacher educators to give positive consideration to changes in programs that reflect the new policies on handicapped children, generally received positive responses; that is, most institutions with "mature" DGPs reported significant, occasionally even dramatic, positive changes in faculty attitudes. However, in most cases it was reported that the job is not yet finished. Common comments are as follows:

- All faculty members are aware of the DGP.
- Most faculty members accept the need to change teacher-preparation programs and are ready to do something.
- Progress was slow at first, but then accelerated.
- The messages from our students about their needs and what they are encountering in the schools have had a strong positive effect on the faculty.

- Faculty members who get into the schools regularly have made the most dramatic change.
- There is some concern that the "least restrictive environment" principle may lead to abuses in the placement of pupils.
- Some faculty members will never change.

What specific things have happened that would not have occurred without a Dean's Grant?

Responses to this item overwhelmingly indicated that the DGPs had accelerated all facets of teacher-education change in response to Public Law 94-142. Grants were judged to have made possible "real progress," stronger responses, and more systematic planning and effort. The detailed topics mentioned as "accelerated" covered exactly the same subjects that are discussed in other sections of this report and thus are not repeated here.

What goals of your DGP have been most difficult to achieve?

Among the frequently mentioned difficulties in projects are the following:

- Arranging practical experiences with handicapped persons for faculty members.
- Getting enough time from faculty members (especially in complex, research-oriented institutions) to work on the project.
- Arousing interest and progress in the secondary education and graduate programs.

- Getting beyond theory and on to the real skills needed by teachers.
- Getting consistency semester after semester and year after year in what faculty members actually offer as the content of teacher-education courses.
- Assessing the competencies of graduates.
- Monitoring courses in the teacher-education sequences to be sure that the faculty delivers the promised material.
- Evaluating and documenting project outcomes.
- Developing actual cooperation between special education and other faculty members.

In the Gazvoda study of the 1979-80 projects, an open-ended question was raised about "...what you would do differently if you were to start your DGP over?" Responses were summarized as follows:

- Sponsor/Develop/Provide - More retreats (6); Meetings to give explanation of project to others (2); More field trips (2).
- Faculty - More use of released time (3).
- Curriculum - Establish a University-School liaison (2).
- Staff Strategies - Better long-term planning (4); Emphasis earlier on evaluation (4); Greater use of faculty-advisory committee (4); Involve inservice school personnel, parents sooner (3); Larger materials budget (3); Longer planning period (3).

What responses to the DGP are you getting from students?

It must be recalled, in connection with this question, that Dean's Grant Projects are intended to support faculty development and curricular changes.

The projects are far too small to support ongoing training programs; rather, they are intended to provide temporary assists in the developmental work of changing teacher-preparation programs. Nevertheless, many DGPs have progressed to the point where students are aware of and involved in the projects. In general, student responses can be characterized as follows:

- Positive, even excited, about the developments.
- Much inquiry has been prompted; they want to know what is happening, how it will impact on them, and how it relates to changes they see taking place in the schools.
- Quality help is demanded; they sense the changes taking place and the demands which will be placed upon them.

What important things have you learned that should be communicated to persons just starting a DGP like yours?

Respondents were especially fluent in answering this question. The suggestions they offered were mainly procedural and emphasized political as well as technical matters. A summary of responses in the approximate order of their frequency follows:

- Don't expect to move rapidly; take time for planning, be prepared for attitudinal problems.
- Involve all faculty members in an interdepartmental way and be sure to respond to faculty ideas; get beyond the special education faculty as early as possible; use key leaders of the faculty; recognize that attitudes will be different among departments, as between elementary and secondary education faculty.

- Be prepared for long-term work with faculty on a one-to-one basis; recognize resources which individuals already have; "don't try to change the faculty, assist them;" be prepared to offer assistance, released time, recognition, and other rewards.
- The dean should be up front and deeply involved; visibility, support and priority of concern should be apparent.
- Work systematically on the project, that is, carefully devise plans that take account of knowledge about curriculum innovations and staff development.
- Work for permanent and broad changes rather than for "pilot" or "parallel" programs that can easily disappear when the federal funds are gone.
- Use a broad coordinating committee plus parents, handicapped persons, and outside educators.
- Use regular faculty members as lead project staff rather than temporary staff members.
- Plan project evaluation and documentation from the start; collect good baseline data at the start; know where the faculty is from the beginning.
- Expect to change your original plan.
- Consider implications for student teaching early.

To what extent has the Dean's Grant Project affected the faculty's ability to work with handicapped students in their own college classes?

Most project representatives reported that there probably has been improvement in the ability of faculty members to work directly with handicapped college students in their own programs. All are sure that faculty members have more knowledge about handicapping conditions. Nevertheless, this area is outside the primary focus of DGPs and requires specific attention and more work. There is great uncertainty about how progress in this domain can be assessed objectively. It appears that compliance of teacher-education units with Section 504 of the Federal Rehabilitiation Act are by no means assured through Dean's Grant Projects. Faculties of education, like all other faculty groups, will need to give specific attention to the problems of accommodating handicapped students in the college setting in ways that go beyond DGPs.

What materials have you developed which can now be shared?

Almost every DGP reported one or more kinds of product which have been developed and can now be shared. Included are modules, packets, manuals, work sheets, attitude scales, needs assessment questionnaires, competency lists, bibliographies, video tapes, audio tapes, multimedia training sets, syllabi, project evaluation reports, books, and articles. A compendium of these products is provided with the abstracts of projects which are published by the National Support Systems Project.

What reactions are you getting from public school staff to your Dean's Grant Project?

Almost all projects reported that local schools are responding very positively to the Dean's Grant Projects. The projects are seen as a sign that professors are aware of and concerned about the important changes taking place in the schools. As a result of the Dean's Grant Projects, the college and local schools are involved in such activities as cooperative inservice training programs for staff members, shared summer institutes on Public Law 94-142, and specially arranged interinstitutional visits and consultations. Increasing enrollments in on-campus courses related to Public Law 94-142 were reported as an outcome of the shared planning often started through a DGP.

What evaluation procedures are you using in your project?

The responses to this question were varied indeed and came mostly by example; they often were detailed and included forms, questionnaires, and scales that were used in the various projects. Only a brief summary is presented here and a few examples of the instruments are included in Appendix A.

Many projects have developed attitude scales for students and faculty members to assess the kinds of predispositions which are held by individuals and groups as the DGP starts and progresses. At Brockport (State University College of New York at Brockport), which operated a DGP for the period of 1975-78, a series of inventories was used to check attitudes about the school placement of handicapped students and present competencies to deal with handicapped students (see Appendix A for examples of each of the two kinds of inventories). For example, the following items appear on the "placement" scale:

> Chuck can get about only in a wheelchair; someone must move it or carry him in their arms because he is unable to control any of his limbs.
>
> Flora has neither bladder nor bowel control and must be taken to the bathroom at frequent times.

Respondents are asked to select the kind of school placement which they think would be appropriate from among such choices as the following:

a. Regular class

b. Regular class with supplementary support

c. Special class or special school

d. Institutionalize

The self-competency inventory contains items such as the following:

> Alfred is defiant and stubborn, likely to argue with the teacher, be willfully disobedient, and otherwise interfere with normal classroom discipline.

On such items respondents are asked to indicate how they, as regular classroom teachers, believe they could teach such a pupil. The following choices are presented:

a. Without support

b. With occasional support

c. With regular support

d. Could not handle

Many universities have used attitude assessment devices for faculty members. At the University of Arkansas, the DGP has used scales consisting of items such as the following. Respondents choose the responses which best indicates their agreement with the statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Given my current understanding I believe that "mainstreaming" will benefit the teacher as well as all children.	___	___	___	___	___

The DGP staff at the University of Connecticut has conducted an unusually comprehensive evaluation of its project, including faculty ratings of the DGP performance on a number of dimensions. For example, faculty members rated the DGP on a 5-point scale on items such as the following:

	1 Poor	2 Fair	3 Average	4 Good	5 Superior
Do you feel that the Dean's Mainstreaming Grant has been implemented successfully....?					
Are you informed enough about the needs of handicapped learners to teach a special module related to your area of specialization?					

At the University of Illinois (Urbana), a unique kind of questionnaire has been used to gather information on informal indicators of awareness about Public Law 94-142 and mainstreaming. For example, faculty members have been asked, "How often did you hear faculty members in the College of Education talking about Pulbic Law 94-142 and mainstreaming during the past seven days?"; and "What percentage of students you teach have shown some awareness of the responsibilities they will face with the advent of Public Law 94-142 and mainstreaming?"

Many other procedures have been used, including numerous kinds of assessment of specific activities and competencies. In two regions concerted efforts in evaluation have been made by all DGPs in the region. In the South, a project used the Concerns-Based Adoption Model (CBAM)[9] in an entire region; faculty members were trained to visit other campuses on an exchange basis to collect data on faculty "concerns". In the Central Region, a project headed by Percy Bates, Henrietta Schwartz, and Kathy Okun is now under way in 19 DGPs following a common format. Individual DGPs use their own goal frames but a common system for rating achievements in attaining goals. A summary statement of the plan, written by Kathy Okun, is included in Appendix A.

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[9] Hall (1974), op cit.

Chapter 4

What Have We Learned from the Dean's Grant Projects?

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Kent State University

Since they were first funded in 1975, Dean's Grant Projects (DGPs) have been engaged in the complex process of curriculum and institutional reform in teacher education. Over the years, representatives have met in national conferences annually and in regional meetings once or twice a year to share information. From these meetings, visits by NSSP consultants to individual projects, and special reports submitted to NSSP by the projects, much information has been gathered on the process of change in teacher-preparation institutions. Those factors that were found to be critical in bringing about significant changes in teacher-education curricula and organizational structures are described in this chapter.

During the first years of their funding, most DGPs were structured around key special education faculty members who were asked to help the regular education faculty members to add significant information about exceptional children to their courses. Most projects added introductory courses in special education to the requirements for teacher-education certification and then the infusion of some special education content into regular education courses. Usually, these infusion efforts were in the form of modules, faculty development activities, guest lectures, and cooperative teaching activities. Projects tended to focus on the dissemination of information to regular education faculty members to increase their awareness and knowledge of Public Law 94-142, the characteristics of exceptional children, and appropriate programing for students with special needs in regular classrooms. Within two years, it became evident that the mission of the DGPs would have to be expanded to include more than the addition of special education content, and strategies began to be developed to create fundamental changes in conditions affecting teacher-education programing.

Subsequently, DGPs tended to participate in the restructuring of departments, colleges, or schools of education. It was recognized that in order for the desired curriculum reform to occur, a facilitative organizational structure for major institutional changes was needed. Changes centered on the integration of special and regular education faculty members and their teacher-education curricula. Many projects engaged in what was fundamentally a competency/performance-based process of program development. That process included (a) defining the faculty's philosophy of teacher education, (b) specifying the expected outcomes of teacher education in terms of desired characteristics of program graduates, and (c) conducting a thorough evaluative review of existing programs to suggest the modification and/or addition of program content which would result in better prepared teachers.

Most DGPs began by concentrating their efforts on elementary education and then extending them in subsequent years to secondary education, Recently, some projects have expanded their influence to programs preparing K-12 teachers of specialties (e.g., art, music, physical education), administrators, counselors, librarians, school psychologists, nurses, and paraprofessionals, and educating parents on Public Law 94-142. The gradual expansion of the project focus seems to be effective in that the initial target group--regular education faculty members--has provided leadership in the expanded programatic activities and set examples of rewarding pay-offs for project participation. These faculty members also have helped project staffs to begin the process of curriculum and institutional change.

It is important in considering factors that have contributed to the relative success of DGPs to recognize that there is no one way that always works best. Experiences have verified the hypothesis that the type of changes implied in the goals of DGPs requires a very complex process that is shaped by the interaction of four critical factors:

1. the skills and characteristics of the project staff and the dean in leading the project;
2. the characteristics of the specific school, college, or department of education and of the larger institution (e.g., the amount of opportunity and reward for collaborative work and the degree of institutional flexibility);
3. the nature of the project goals (i.e., the kinds of changes desired) and the activities planned to accomplish the changes; and
4. the resources available, especially faculty members who are sources of skill and expertise.

A recent AACTE publication[10] also stressed these factors:

> In successful Dean's Grants Projects, the kinds of changes that are instituted and the tempo of change are determined by the institution's as well as the faculty's characteristics. (p. 8)

The single characteristic most responsible for success in DGPs seems to be the skillful engagement of project staff and faculty members as active participants in the sensitive, complex process of change (see Arends & Arends;[11]

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[10] AACTE. Redesign, redesign, redesign. Washington, D.C.: Author, 1979.

West & Bates).[12] The dean and the DGP staff must be skilled in applying principles of the change process; assessing the characteristics, needs, and readiness of faculty members for project activities; generating ideas of strategies to effect change; and selecting appropriate goals and objectives for the project.

What Works? What Tends Not to Work?

DGP reports have presented consistent patterns of what tends to facilitate the process of change and what tends to impede it. The factors significantly affecting the degree of success can be classified under four topics that represent, in sequence, the decision making required to plan a DGP. The topics are as follows:

1. Project leadership and organization.
2. Strategies used to achieve faculty interest and participation in the project and to encourage faculty development;
3. Strategies employed to achieve desired curricular change;
4. The evaluation design of the project.

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[11] R. I Arends & J. H. Arends. Processes of change in educational settings: An application to mainstreaming. In J. K. Grosenick & M. C. Reynolds (Eds.), Teacher education: Renegotiating roles for mainstreaming. Reston, VA: The Council for Exceptional Children, 1978, 33-46.

[12] T. L. West & P. Bates. Anatomy of a dean's grant project. In J. K. Grosenick & M. C. Reynolds (Eds.), Teacher education: Renegotiating roles for mainstreaming. Reston, VA: The Council for Exceptional Children, 1978, 161-172.

PROJECT LEADERSHIP AND ORGANIZATION

The Dean

In those DGPs which have been most successful, the deans have provided visible, strong support; faculty members have perceived them as directing the project even when they delegated a significant amount of administrative detail to a project coordinator or director. The critical factor seems to be the dean's leadership; it clearly implies that the dean understands and is committed to carrying out the mission of the DGP, and is prepared to participate regularly in the planning and implementation of the DGP's purposes. In less successful DGPs, faculty members have perceived the deans as "token" directors who are interested only in complying with the letter of the grant guidelines.

The Project Coordinator

Second in influence in the DGP is the project coordinator or director. In the most successful projects, the persons in this role are members of the faculty and are regarded as highly influential by their colleagues; they are recognized as strong in leadership ability and knowledgeable about mainstreaming and trends in teacher education. In less successful projects, the coordinators frequently have been doctoral students, outsiders hired on special appointment to the project, or faculty members whose influence with the regular education faculty is low (e.g., a junior member of the special education faculty or, sometimes, a low-status person on the regular education faculty).

A primary determinant of project success is the leadership skills of the dean and coordinator. It is critical to project success that they be well liked and respected professionally, high in influence, and capable of motivating members of the faculty to participate in the project activities.

Project Advisory Group

The most successful DGPs have used well the resources provided by an advisory group when the group has comprised the dean, key administrators, and representatives of faculty groups in the institution of higher education; representatives of the state department of education and local school; and parents and handicapped persons. Less successful projects have tended not to include an advisory group in their project operations or have failed to use the group effectively as a source of contributions and critical evaluations of project plans and accomplishments. Advisory groups that comprise only university personnel have been less helpful than the groups reflecting broader representation of the affected persons.

STRATEGIES USED TO ACHIEVE FACULTY PARTICIPATION IN THE CHANGE PROCESS

A key challenge to DGP leadership and organizational structure has been to develop faculty interest and participation in the project and then to provide opportunities for faculty members to acquire the needed knowledge and skills. The most successful DGPs have focused first on the assessment and development of awareness of the implications of Public Law 94-142, and the needed participation of teacher educators in educational reform. Formative evaluation information, derived from the initial assessment and "awareness events," was used to increase faculty knowledge of (a) the law, (b) relevant special education information and skills, (c) trends in teacher education, and (d) other designs for teacher-education programs. In other words, the most successful projects did not allow a lack of awareness or the existence of negative attitudes to thwart the planning and development of project activities;

rather, that information was used to guide the preparation of plans for faculty participation and development.

In the DGPs, the principle that attitude change often follows behavior change has been substantiated. Frequently, successful projects first have engaged faculty members in behaving differently to encourage the desired attitude changes. Activities to facilitate attitude change have included the use of questionnaires, observations in classrooms to collect data on needs in public schools, interactions with handicapped students on campus or in the field, and self-study centered on the analysis of the discrepancy between what programs ought to be and what they are. A common characteristic of unsuccessful projects was the failure first to assess prevailing attitudes, awareness of the issues, and basic knowledge about changing policies, and then the failure to use collected data effectively to influence the project planning. The research of Gene Hall[13] indicated that the personal concerns of individual faculty members must be met before shared ownership of project goals and activities can be developed.

A critical factor in the sustained participation of faculty groups in project activities is the number of individuals who are asked to join in at the beginning. In the most successful projects, there has been a broad base of faculty participation from the start with all persons potentially affected by the project involved--either by representation or through regular participation--at some level of the evaluative review and in the redesign of the teacher-education program(s).

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[13] See Gene E. Hall. Facilitating institutional change using the individual as the frame of reference. In J. K. Grosenick & M. C. Reynolds (Eds.), Teacher education: Renegotiating roles for mainstreaming. Reston, VA: The Council for Exceptional Children, 1978, 47-72.

Least successful are the efforts of a few people to sell an idea to a larger group. Generally, this situation has occurred when a small project staff, particularly if it is made up of persons from special education, has done all or most of the planning, including the writing of the grant proposal. All persons who may be affected by the grant should be included in making the decisions on the goals and objectives of the project and in selecting effective strategies and appropriate resources. Otherwise, the project may be perceived as a "lay-on" by special education. This fact supports another principle, that of equal participation and ownership. Special and regular education faculty members should be equally involved and should equally share ownership of the DGP. It is important that neither faculty group perceive the project as belonging solely to it.

Achieving faculty interest and participation requires time and persistence. Another characteristic of effective DGPs has been recognition of the necessarily slow, careful developmental process of change. When project leaders have moved too quickly and intensively and, therefore, have been perceived as somewhat impulsive or inclined toward "bulldozer tactics," their efforts to mobilize a faculty to carry out a project have been abortive.

Self-Assessment

One of the most effective strategies for engaging faculty members in the planning and implementation of a DGP is to involve them in serious self-assessment of both the adequacy of the programs and their respective contributions to the preparation of future teachers. If the project staff provides a rather extensive review of trends in teacher education, accomplishments of other DGPs, and available options and resources, dissatisfaction may be created among the faculty members with their current teacher education programs and, thus, a desire to consider possible changes may be generated.

One catalytic tool to create interest in and dialogue on curriculum revision has been the "challenge paper," distributed by NSSP,[14] with its 10 clusters of capabilities deemed necessary to the effective preparation of "mainstream" teachers. In a self-assessment questionnaire derived from the paper, respondents in a number of DGPs have been asked to identify the degree of importance and inclusion of each set of capabilities in existing programs. The discussion by faculty groups of the paper and responses to the questionnaire have been useful in stimulating the active participation of faculty members in designing curriculum change.

Systematic, Long-Range Planning

The most successful projects have been characterized by systematic, long-range planning. Skillful planning includes (a) the specification of contingencies or alternatives at decision points, (b) detailed plans for continuous evaluation, both formative and summative, (c) strategies for securing the allocation of available resources, and (d) the provision of meaningful rewards for project participation. The least effective grants have tended to be characterized by short-term planning as the result of existential decision making and a reactive posture.

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[14] M. C. Reynolds (Ed.). A common body of practice for teachers: The challenge of Public Law 94-142 to teacher education. Washington, DC: The American Association of Colleges for Teacher Education, 1980.

Creating Incentives

Another critical factor in the success of DGPs, perhaps, has been the ability of the dean and project staff to generate meaningful rewards for faculty participation in project activities. Each dean has needed to assess what rewards are possible out of available resources. Some of the most meaningful rewards or incentives devised by DGPs have included the following: (a) released time for project participation; (b) overload pay for extra effort and time; (c) the assignment of graduate assistants; (d) the option of summer employment on the grant; (e) peer approval and recognition; (f) opportunity to travel to professional meetings, workshops, or conferences to acquire knowledge or skills relating to project activities; (g) authorization to purchase related instructional materials; and (h) opportunities to conduct practical research in project activities and achieve scholarly publications.

The most necessary (and difficult to secure) reward for participation is sufficient time and supportive resources to enable individuals working toward project goals to minimize stress and achieve success. Projects are minimally effective, if not disastrous, when faculty members perceive participation as being extracted by duress or as penalties. For example, if a junior faculty member participates on the DGP, he may be penalized at the time of review for promotion unless appropriate adjustments are made in the reward system, the support of peers is secured, and he is guaranteed freedom from heavy, personal professional sacrifice (i.e., the loss of scholarly productivity which might gain him promotion and tenure). It is not uncommon for struggling DGPs, particularly those in small institutions, to have inadequate resources for rewarding participation; thus faculty members may be inclined to devalue participation in curriculum development and to turn to research and other kinds of more scholarly activity.

In order for a DGP to be optimally effective, faculty members must perceive the dean as fully committed to project goals and the reward of participation. The least effective grants have been those in which no visible, dependable support systems have been generated by the deans' commitment. It seems to be very important for faculty members to perceive this support if they are to invest significant amounts of time and effort in the project.

Handicapped Students as Motivators

One of the most effective strategies for engaging faculty members in project activities has been meaningful interactions in field sites with handicapped students and their teachers. Such experiences most often have occurred when faculty members have supervised practicum experiences in mainstream classrooms. In addition, the regular contributions of handicapped college students to project planning and the development of teacher-education programs is very effective in stimulating faculty participation in and commitment to project goals. Handicapped college students also can have a significant impact on professors and fellow students by teaching some of the special education content in regular education courses. Direct interaction with handicapped students in mainstream settings, whether on campuses or in public schools, seems to be the most reliable device for motivating changes in attitudes and practices.

STRATEGIES FOR ACHIEVING CURRICULAR CHANGE

The more successful DGPs have been characterized by the effective use of social strategies to facilitate the interactions of special and regular education faculty members and, thereby, the integration of the special and regular teacher-education curricula. Obstacles have been created in the past by separatism and competition between special and regular education faculties and the tendency to perceive innovation in either area as threatening to the other; hence, project leaders have sought to eliminate the undesirable dualism through a number of strategies: joint retreats, shared meetings, shared project committee membership, and so forth. At least two institutions (University of Oregon and Augustana College) achieved significant changes by physically integrating the two faculties which, previously, had occupied separate buildings or floors of buildings. Proximity and frequent opportunities for informal social as well as professional interaction seem to encourage the integration of faculty members which is necessary for the cooperative planning and implementation of programs to prepare special and regular teachers for mainstream education.

During the early period of DGPs it was recognized that adding one or two special education courses or packaged modules which had been developed by special educators to the regular education instructional program would not institutionalize change. The infusion of special education content in the preparation programs for regular educators has occured through the use of multiple strategies by project staffs. The more successful strategies have included the teaming of special and regular education faculty members to teach courses or integrating teams of faculty members to develop for their courses instructional content, course outlines, or modules to serve as guidelines.

It seems that the critical factor in the process of curricular change is the participation of the persons who will be responsible for carrying out the design or selection of curriculum content. This is to say that the issue is not the development or use of modules but whether the persons who will use the modules are involved in (a) specifying the outcomes desired, (b) examining existing resources and developing materials or content not currently available, and then (c) evaluating the usefulness of the adopted or developed curriculum in carrying out the revised instructional program. The modules/units developed at the University of Kansas and University of Texas/Austin under the guidance of the DGPs there have been adopted frequently by other projects. However, the general pattern seems to be for faculty members to use modules developed elsewhere as models for the development of their own; and the employment of such resources as videotapes (e.g., University of Wisconsin/Milwaukee) or audio-visual packages (e.g., University of Texas/Austin) is not infrequent.

The achievement of curricular change seems to depend upon successfully involving instructors and field supervisors in the process of conceptualizing the program(s) and designing the specific component(s) for which they will be responsible. Faculty members gain by developing an understanding of how their courses and field experiences fit into the sequence of students' instructional experiences. Faculty members must understand how their contributions fit into the total design of the teacher-education program, and they must take part in the continuous evaluation of program effectiveness, of the whole program as well as its specific components. In this process of curriculum development, participants frequently have found themselves working toward the accomplishment of fundamental changes in teacher education and institutional reform (e.g., organizational structure, workload formulas, the reward system). The University of Maryland the the University of Nebraska have briefly described these processes in their institutions to aid other DGPs.

PROJECT EVALUATION

The most successful DGPs have designed methods of continuously evaluating project effectiveness. They have planned for formative as well as summative evaluation based on specific objectives that lead them to larger project goals.

The less successful projects often failed to include a predetermined systematic evaluation design in their work. Frequently, when the staff members of such projects later became aware of the importance of systematic evaluation, they had no baseline data against which to measure the differences made by their projects.

The University of Kansas has one of the most comprehensive evaluation designs among the DGPs and it has been described in a brief document (available through NSSP). The DGP engaged a member of their faculty with expertise in evaluation, Dr. Bill Holloway, to participate in the early planning of the proejct and to develop a design for them to follow. The University of Wisconsin/Whitewater also has produced comprehensive manuals describing their approach to evaluation.

The measures used by most projects are (a) attitude toward mainstreaming, (b) knowledge of Public Law 94-142, (c) knowledge of the characteristics and needs of exceptional learners, and (d) understanding how to effectively accommodate the special needs of handicapped children in regular classrooms. Comprehensive approaches to evaluation have included a student-teacher evaluation form based on the observation of specific skills developed in the program. The content of that instrument also has become the basis for follow-up on graduates.

The most informative evaluation designs have included multiple methods and measures to evaluate project effectiveness, not just the simple documentation of accomplishments. There is considerable effort now to produce strong evaluation designs and a set of reliable, validated instruments which could be used in a large number of the DGPs to generate a data base for a greater number of comparative analyses, and to address the question of how effective DGPs generally have been.

Summary

No one method or set of methods has made some DGPs more successful than others. Certain strategies which appear to facilitate effectiveness and impact on teacher-education programs can be identified, however.

1. Most important have been the organizational structure of the project, the quality of leadership provided by the dean and project coordinator, and the degree to which project leadership and responsibility have been shared with faculty members who are high in status and influence among their peers.

2. The most successful projects have used effective strategies to engage faculty members in project activities. The strategies have included the provision of meaningful rewards for participation; the stimulation of intellectual dissatisfaction with existing programs; and the development of a clear conception of what teacher-education programs ought to become to meet the current needs and demands.

3. Strategies that bring about the greater integration of special and regular education faculties contribute significantly to project success. Physical distance and psychological separatism and competition mitigate against the effectiveness of efforts which are intended, of necessity, to be collaborative and integrative.

4. It is also evident that college professors are not apt to respond positively to activities that appear to be a "lay-on" by other faculty members or administrators. Professors cherish their academic freedom and need to maintain a sense of professional self-esteem based on the possession of

significant expertise. Therefore, strategies to achieve curriculum change must include faculty members who will cooperatively develop a rationale for change and the design of the new program and revise the specific contents of courses.

5. Multiple methods and measures must be included in any systematic evaluation design, and the design must be developed and followed from the beginning of the project. Better methods of assessment that specifically address the objectives of DGPs as well as more resources for collecting observational data would increase the capacity of DGPs to adequately evaluate their accomplishments.

All in all, given the relatively small amount of money awarded to individual projects, it can be said that there has been significant change in teacher-education programs and increased understanding of the process of change in teacher-preparation institutions as a result of DGPs. We now have a beginning knowledge of what is required for effective change in such institutions to make teacher-education programs more responsive to changing policies and public school needs. Unfortunately, many external constraints create significant obstacles to the success of curriculum change efforts and, thus, pose the need for major institutional changes, such as more university-wide perception of the importance of field-responsive teacher-education programs and appropriate alteration of the reward system. Clearly, the influence of DGPs has been very significant and our knowledge base for changing teacher education has been significantly expanded as a result of these projects. Because of the grants, deans of education have become active leaders in curriculum development and agents of institutional change. Faculty members have begun to alter their professorial role to include (a) leadership in improving education as a profession, (b) regular participation in collaborative curriculum review and development, and (c) regular participation in faculty development activities in response to changing instructional needs. One day soon the Dean's Grant Projects may be credited with revitalizing teacher-preparation institutions through the reform of teacher education.

Chapter 5

A REGIONAL EVALUATION
FOR DEAN'S GRANTS

by

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Central Regional Evaluation Report

Introduction

There is an old Chinese proverb which says that what one sees is behind one's eyes. That is, each person looks at the world through two sets of filters, one common and one unique, to describe, define, and interpret reality. The common set of filters comprises the environmentally, culturally, and socially accepted cosmologies or world views of the group. The unique filters are the products of the individual's biological, psychological, physical, social, and cultural experiences.

Over long periods of time, groups agree about what is good, beautiful, and precious or ugly and worthless. Or, faced by catastrophe, individuals and societies quickly reach agreements on earthquakes, pestilence, fire, flood, and war. It is the everyday phenomena which are difficult to describe because of the variety of interpretations generated by less dramatic events and behaviors. The ordinary is difficult to document.

Scientists try to document events and reality in systematic ways. However, being systematic does not mean that bias is eliminated. Seven social scientists observing the same phenomena may well come up with seven relatively distinct interpretations. How then does one document a complex, probabilistic and self-regulating system like a network of Dean's Grant projects? Not easily, is the answer to the rhetorical question.

Purpose

The purpose of this chapter is to document the efforts of the Dean's Grant projects in the Central States to develop and field test a regional evaluation strategy that appropriately captures the commonalities and unique qualities of the 19 projects in the area that are working to understand and implement

Public Law 94-142.

If the setting for the Dean's Grant projects were a laboratory, one could run an experimental behavior "X" number of times and derive a profile. But the projects are not housed in laboratories. They are housed in universities and colleges.

If the federal program and each local project had one specific goal, such as the development and implementation of two courses on Public Law 94-142 and mainstreaming in each program offered by the institution to prepare professional educators, then one simply could examine the catalogs before and after the Dean's Grant intervention. But the federal program has several major goals which are stated globally. Each local project formulates unique and fitting objectives to respond to the national goals within the framework of the project environment. So, how does one select a strategy to capture the essence of a project and make comparisons across projects?

Rationale

First, it is a given that one must engage in documentation and evaluation. If the major purpose of evaluation is to provide data to decision makers on how to improve a process or product, clearly the projects in the region wanted to be evaluated in a rational, systematic, formative, and descriptive mode. A variety of other purposes prompted the evaluation activities of the region but the consensus was that a self-directed evaluation would assist in the description of program activities, the prediction of problems, the management of the projects, and the justification of project activities to federal and external agencies. Given these starting points, the documentation/evaluation strategy had to be one that included the following:

1. Match the framework of the federal program and the local project efforts.

2. Accomodate a program in which the long-term goals are reasonably constant.
3. Negotiate short-term objectives with participants and respond to site-specific features.
4. Allow for the generation of on-going data without diverting program energies, staff time and resources, and burdening participants.
5. Feature a data collection strategy that produces usable, easily acquired, and efficiently analyzed information.
6. Assist other Dean's Grant projects to make informed decisions to improve practice.
7. Allow for easy self-correction.
8. Maintain program integrity and evaluator's objectivity.
9. Fit a developmental program model.
10. Can be ignored to meet programmatic crises.
11. Assist in making the local and regional program outcomes explicit and capable of being evaluated.
12. Is acceptable to the federal sponsors as a formative evaluation effort.

Clearly, no single methodology can meet these criteria. Time and resources did not permit the use of multiple research methodologies (e.g., quantitative, historical, and ethnographic) to document adequately the complexity of the projects in the region. The decision was made to use a modified Discrepancy Evaluation Model[1] in which project "Ideal" goals are compared with "Real" accomplishments and a level of attainment is specified by project evaluators for each objective.

It was agreed that all projects in the region, regardless of their maturity and complexity, express some goals regarding the project's effects on faculty, students, and curriculum. Further, the group felt that although there could be differences in individual project goal attainments, the region would benefit from the sharing among projects at various stages of their life cycles. Although an element of risk was involved -- that value judgments might be made about project progress -- the group felt that it was important to document and make public the status of each project's accomplishments in the identified areas.

In addition, the group was committed to selecting an evaluation approach that was both understandable and systematic across projects. Eventually, a plan was adopted that took into account the expectations that could reasonably be held for projects at various stages of development. It was hoped that by documenting anticipated levels of attainments in each dimension (viz., faculty, students, and curriculum) and establishing expectations across projects (taking into account the age of the project), the goals of the region as well as the needs of the local projects and the federal program could be admirably served.

Not all these expectations were realized in this first effort. The discrepancy data generated by the levels of attainment ratings are not used in their entirety in this report because of lack of comparability. However, at the end of the report, summary profiles of anticipated accomplishments for project year and category are displayed through minimal and maximal values and means.

As the Dean's Grant projects mature, the need for documentation of their effectiveness has increased significantly. Dean's Grant recipients have been asked to clarify their target populations and substantiate their success in meeting their stated objectives. Such documentation lends validity to the

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[1] Provus, Discrepancy Evaluation. Berkeley, CA: McCutcheon, 1971.

belief that the Dean's Grant projects are a viable means of preparing preservice educators for mainstreaming. In undertaking the enormous task of regional evaluation, the Central Region Dean's Grant projects are showing a commitment to monitor project quality and to share their successes and failures among themselves and with colleagues who are interested in mainstreaming issues. At the same time, the regional evaluation effort provided insights into the unique qualities of each project, and the variety of approaches which have been used to facilitate the inclusion of Public Law 94-142 into teacher-education curricula.

History of the Regional Evaluation Effort

At a meeting of the Dean's Grant project representatives of the Central Region held in Richmond, Kentucky, on November 8-9, 1978, the group was asked by its Regional Director, Dean Percy Bates of the University of Michigan, to consider ways of colloborating on a cooperative plan for evaluating the progress of the projects in our area. There were strong indications that a national effort was underway to document the impact of Dean's Grant projects on various publics, including special educators and Congress. Rather than attempting to collate the evaluation efforts of individual projects in Washington, the federal administrators urged the various regions to organize cross-project efforts that would serve the purposes of (a) providing individual project directors in the region with indications of the strengths and weaknesses of their own efforts in terms of common benchmarks, and (b) convincing the Congress of the efficacy of the various projects.

This project variety is reflected in the composition of the Region itself. It comprises 19 schools in 7 states: Illinois, Indiana, Kentucky, Michigan, New York (upstate), Ohio, and Wisconsin. The schools range from public to private, large to small, and teaching- to research-oriented institutions. Moreover, there is great variation in the number of years each school has been the host of a Dean's Grant: 11 are first-year projects; 4, second-year projects; and 4 original projects which are now in their fifth and sixth years. The development of an instrument that would reflect these variations and, at the same time, yield usable data, required both creativity and patience. The Regional Evaluation Planning Team completed this task in March 1980 and instruments were sent to projects during the spring. Data were compiled by the Team in July 1980.

Evaluation Strategy

As indicated in a preceding section, a modification of the Discrepancy Evaluation Model (DEM) was employed. The DEM requires the specification of an "Ideal" set of goals which are then compared with the "Actual" tasks which are completed to accomplish the goals. Each Dean's Grant project reported its goals for the 1979-80 year (the "Ideal") and indicated the activities that would be mounted to meet its goals. The maximum and minimum levels of attainment for the goals were charted and then each project specified its progress in accomplishing the goals ("Actual"). The gap existing between the actual and the ideal represents the evaluation: a discrepancy in the achievement. Samples of the evaluation forms are given in Appendix A.

Variables and Levels of Attainment

Each Dean's Grant project was asked to specify its goals in the following categories: faculty, students, curriculum, and institutionalization/organizational structural change. The Regional Evaluation Team members made this classification decision on the assumption that the focus of the Dean's Grant projects was faculty development. Faculty development, consequently, was expected to result in curricular revision to increase pre-service competency in meeting the needs of mainstreamed handicapped children. Each category of goals was subdivided to form the variables of interest (knowledge, performance, attitudes, behavior, and relationships) in the analysis of the data. Figure 1 (The Categories and Variables Matrix) depicts the variables in their respective categories.

Insert Figure 1 about here

Each variable was scored from the self-report of each Dean's Grant project on the Degrees of Attainment Scale. The scale was used to indicate project progress toward the operationalization of each goal, ranking the best to the worst progress toward that year's goal. Figure 2 depicts the Degress of Attainment.

Figure 5-2

Degrees of Attainment

1. Most unfavorable outcome thought likely.
2. Less than expected success.
3. Expected level of success.
4. More than expected success.
5. Best anticipated success thought likely.

Samples of the procedures, instructions, and report form are included in the Appendix (see last page of the Appendix to the general report).

Figure 5-1

The Categories and Variables Matrix

a. Faculty competency in areas of:

   (1) Knowledge
   (2) Performance
   (3) Attitudes
   (4) Behavior
   (5) Relationships

b. Student competency in areas of:

   (1) Knowledge
   (2) Performance
   (3) Attitudes
   (4) Behavior
   (5) Relationships

c. Curriculum reevaluation and revision:

   (1) Courses
   (2) Experiences - field experiences
   (3) Materials

d. Organizational Structures (Institutionalization)

	Categories											
Variables	Faculty			Student			Curriculum			Organizational Structures		
	Yr. 1	2	3+	Yr. 1	2	3+	Yr. 1	2	3+	Yr. 1	2	3+
Knowledge	X	X	X	X	X	X						
Performance	X	X	X	X	X	X						
Attitudes	X	X	X		X							
Behavior	X	X	X		X							
Relationships	X	X	X	X	X	X						
Courses							X	X	X			
Field Experiences							X	X	X			
Materials							X	X	X			
Organizational Structure										X	X	X

Data Collection and Analysis

Seventeen of the 19 projects submitted completed forms to the Regional Liaison; the Regional Evaluation Team met in Ann Arbor in July 1980 to codify and analyze the data. Subgroups of the Team were assigned to the analysis of faculty goals, student goals, curriculum goals, and institutionalization or organizational structures. It was decided that the first round of analysis would be descriptive and demographic, and that until all the projects in the region had an opportunity to respond to the design and the first descriptive report, the collating, specific analysis, and reporting of Degrees of Attainment across projects in each area would be delayed. Therefore, in each of the four categories, the Regional Evaluation Team developed a profile (based on frequency counts) of the focal areas which projects in the first, second, and third-plus years were concentrating on in each of the areas described previously. Comments were made on the degree to which the data seem to be normative and developmental criteria for project accomplishments. The reported data thus provide information on focal areas of activities for Dean's Grant projects in the Central Region.

Limitations of the Evaluation Strategy

(a) The study has the problem common to all investigations that do not impose a single standard measurement and a single set of clearly defined variables. In order to preserve flexibility, the Regional Evaluation Team did not provide rigid definitions for the categories. (b) In the content analysis of the data, the subcommittees of the Regional Evaluation Team did not have the time to check their work with the whole group, and, therefore, there may have been some mixing of "apples" and "oranges" in the same category. Nevertheless, as a first step in cross-project evaluation the effort is worthwhile;

it does yield a strategy that specifies developmental stages in most Dean's Grant projects and it can be used as a national norm.

The Findings

The findings reported in this section are based on the content analysis of the responses of 17 projects in the region. Table I indicates the number of goals specified in each area and group by project year. Several projects had more than one goal for each variable.

Table 5-1

Goals in Each Area by Project Year

Variable	Number of Goals		
	Year I	Year II	Year III+*
	(N=9)	(N=4)	(N=4)
Faculty	32	17	11
Students	8	12	3
Curriculum	21	11	11
Organizational Structures	3	1	2

*These four projects are five- and six-year old and in their second cycle of funding.

As can be seen in Table 1, each variable is analyzed by the "Stage of Life" of the project: Year I, Year II, and Year III+. The category Year III+ is potentially misleading because the projects so classified are actually in a second cycle of funding. Projects in this group submitted only current goals. The Regional Evaluation Committee has no data on goals that may have been accomplished by each of the four projects in preceding years. Consequently, given this gap in the data, extreme caution must be taken in drawing conclusions on the relative emphasis of Year III+ projects.

The findings are organized to present answers to two questions:

1. What commonalities and differences exist in activities of projects at different stages of life as these projects attempt changes in
    a. faculty development?
    b. teacher-education student competence?
    c. teacher-education curriculum?
    d. organizational structures?
2. What can be inferred about the qualitative and quantitative levels of performance expectations of projects at different stages of life?

The relatively small sample size limits generalizations on a national basis. The fact that there is discontinuity from Year II to Year III+ projects (fifth- and sixth-year projects) suggests that any continuum across the stages of life of projects beyond Year II should be viewed cautiously. But the data suggest trends worthy of further investigation.

The findings of the Team in response to the two questions are organized by the major variable of interest:

- Faculty Development
- Student Competence
- Teacher Education Curriculum
- Organizational Structures

Faculty development. The data derived from the self-report faculty development inventory are depicted in Table 2. Results are reported by (a) total number of institutions responding per year, (b) total number of institutions responding to each category variable, and (c) the total number of goals for each variable respective to year. Indications are that projects in the first year of operation placed a higher emphasis on Faculty Development in areas of Knowledge and Performance as compared to projects in the second and third-plus year; 66% of the projects in Year I addressed Faculty Knowledge as compared to 50% in Year II and 0% in Year III+.

Analysis of second-year Dean's Grant projects indicates that although attending to Knowledge and Performance was found in 50% of the projects, increased emphasis was reported for developing faculty attitudes (75%). Table 2 indicates that projects in their III+ year of funding (5th- and 6th year grants) shifted emphasis in Faculty Development from Knowledge to areas of Performance, Attitude, Behavior, and Relationships. This shift is viewed as a logical transition of emphasis from first-year grants to more mature projects which previously had attended to the issue of Knowledge. It can be noted in Table 2 that in many instances the ratio of goals stated is higher than the number of institutions responding owing to the fact that institutions

Table 5-2

Category: Faculty

	Year I Institutions (N=9)		Year II Institutions (N=4)		Year III+ Institutions (N=4)	
Variable	# of Inst.	# of goals	# of Inst.	# of goals	# of Inst.	# of goals
Knowledge	6	7	2	5	0	0
Performance	7	8	2	4	2	3
Attitude	5	5	3	5	2	2
Behavior	5	7	2	2	2	4
Relationship	5	5	1	1	2	2

responded more than once to each category, indicating the unique characteristics and needs among the projects.

The methods and activities by which these goals were met were highly diversified and contextually specific. However, several global commonalities could be found among projects in each year of operation. Activities related to the development of faculty knowledge about Public Law 94-142 received major emphasis in all first-year projects. Activities designed to develop faculty knowledge for first- and second-year projects included such learning experiences as lectures (using internal and external speakers), field trips, readings, informal discussion, and seminars or workshops. Activities reported for the faculty performance area in first-, second-, and third-+-year projects reflected concern for the development of teaching-learning materials, such as packets, modules, films, newsletters, and monographs. This category seemed to be interpreted primarily as the Dean's Grant project's product category. Activities to develop/change faculty attitudes toward handicapped children ran a gamut from contact with handicapped individuals and value clarifications activities to dean's lectures and the administration of an attitude scale. (All data are displayed in Table 6.)

Faculty behavior development appears to have been defined by most respondents as process and was illustrated by such activities as faculty conducted workshops, participation on panels, and presentations at conferences. The faculty relationship category is represented by group activities, such as informal get-togethers, cross-college symposiums, and small-group sessions.

Faculty retraining as development activities are reported in all categories and all years. It is clear that this remains a charge to all Dean's Grant projects throughout their existence.

Student competence. The analysis of the data on students and their role in Dean's Grant projects are depicted in Table 3. It should be noted that some institutions reported differential goals for students under the Attitude variable. In consideration of this confounding factor, general statements would be suspect and misleading. Analysis of the data included some judgment of whether the goals were accurately classified under the appropriate variables.

One of the first-year institutions reporting on the student category described four goals and anticipated outcomes, but it provided no information on the activities to be undertaken to reach these goals. This omission renders the report incomplete in terms of specific analysis. Another first-year project reported activities that clearly were data gathering in nature. These activities were not designed to effect student behavior. The remaining two first-year projects had well-structured and specified goals to effect student behavior. These projects, however, reported minimal success in attaining their specified goals. It appears that goals designed specifically to affect students may not be warranted for first-year projects. However, indirect effects on students may occur as changes take place in faculty members.

Seventy-five per cent of the second-year projects reported on student participation. All these projects reported an increase in knowledge of their students who were participating in project activities. The activities by second-year projects to meet their goals were all formal in instructional format: seminars, courses and workshops. One second-year project responded

Table 5-3
Category: Students

	Year I Institutions (N=9)		Year II Institutions (N=4)		Year III+ Institutions (N=4)	
Variable	# of Inst.	# of goals	# of Inst.	# of goals	# of Inst.	# of goals
Knowledge	2	2	3	3	2	2
Performance	2	2	3	3	1	2
Attitude	2	2	4	4		
Behavior	1	1	1	1	1	
Relationship	1	1	1	1		

to the category of student relationships. This was measured in a practice-teaching situation, as were the variables of Behavior, Performance, and Attitudes. The interactions and relations among these variables, especially in a practicum experience, make it extremely difficult to treat each as a separate element. Two institutions reported on attitudes and relied on coursework and direct experience as activities to achieve these ends.

It appears that by the second year Dean's Grant projects should begin to focus on effecting changes in students. An increase in Knowledge, some changes in Attitudes, and providing opportunities for direct contact with handicapped youngsters appear to be reasonable goals.

Two projects provided specific information on their students' goals. Both projects were in the fifth year. One project had as its objective Student Knowledge; this would seem to be a low-level priority objective for this time. Another second-year project has Student Performance in a Mainstreamed Setting as a goal; this appears to be a reasonable goal for year five projects. However, given the variability among sites and the cyclical funding patterns, all such comments about appropriateness of goals must be interpreted in the context of individual project goals.

In general, there is a progression from a limited focus on the students in the first-year projects to an increase in the second-year projects, with at least one fifth-year project focusing extensively on students' performances with mainstreamed youngsters. As a result of the analysis of the self-report data, second-year projects may want to begin to impact on students with an increased focus implied for subsequent years.

Another factor must be briefly discussed when looking at the student: Two first-, two second-, and one fifth-year project, in discussing the initiation of curriculum-field participatory experiences, require students to undergo a program necessitating direct contact with handicapped youngsters. This experience (discussed previously) cannot help but affect students in many ways and may well be discussed as part of the relationships and attitudes. It is recommended, therefore, that in projects in which direct experience with handicapped youngsters becomes part of the curriculum-field experience, such projects report these experiences in terms of the student variables of attitude, performance, and relationship.

Curriculum Revision. The data generated by the self-reports in the area of Curriculum are depicted in Table 4. Three variables are specified: courses, experiences, and materials. Table 4 accounts for the total number of goals for each category by the total number of institutions responding that year. Analysis of the data indicates that many institutions established more than one goal that attended to each area of curriculum development whereas others did not address this area at all (i.e., one institution responded three separate times to the category of materials development).

In analyzing the objectives and activities by which projects met their anticipated levels of attainment for stated goals, some commonalities were found that seemed to be specific to the age of the project. Projects in the first year of operation were consistent in identifying a need for change in course content to help students better understand mainstreaming issues; 50% of the projects for this year had taken preliminary steps toward the analysis of course content. Commonalities of the first-year projects in the category of Experience were noted in the specification of initial steps of re-examining and revising students' field experiences. In the category of Materials, all first-year projects that specified a curriculum goal addressed the issues of reviewing, developing and disseminating appropriate learning aids.

The common activities in the area of Courses for the second-year projects included plans for the in-depth revision of curriculum and incorporating the revisions in the targeted course syllabi. All four projects addressed the issue of expanding student field experience in special education and mainstreamed classrooms. The Materials category indicated that three of the four second-year projects see as their goal the revision and review of pertinent materials related to Public Law 94-142.

Projects in the third-year-plus of operation (N=4) set as goals more expansive and intensive revisions of course contents, specifically in the field of Secondary Education (N=2). The Material category for third-year-plus projects emphasized the development of more sophisticated learning aids and of instructional technology to enhance instruction. The focus was on interdepartmental work and audio-visual instruction aids. The Experience category for these "old" projects featured increased emphasis on pre-service student experiences with mainstreamed classrooms, as well as the exploration of dual certification standards and licensing in their respective states.

Table 5-4

Category: Curriculum

	Year I Institutions (N=9)		Year II Institutions (N=4)		Year III + Institutions (N=4)	
Variable	# of Inst.	# of goals	# of Inst.	# of goals	# of Inst.	# of goals
Course	6	6	3	5	2	2
Experience	7	7	3	3	3	4
Materials	6	8	2	3	4	5

In the area of Curriculum there seems to be a sequential developmental pattern from projects in their first year of operation to those in their third-plus phase. Given the qualifications for third-year-plus projects stated earlier, an apparent continuum focuses on identifying the need for change, planning for the change, initiating appropriate steps for change, carrying out designed formats, evaluating the pilot program, self-correction, and repetition of the cycle. This continuum represents one developmental mode. There are others which are equally legitimate.

Organizational Structures Analysis. As one might suspect, in most projects, whether first or second year or veteran projects, goal setting was focused on faculty, student, or curriculum change. A modest number of goals related to changes in structures:

1. Creation of required course in mainstreaming.
2. Development of core courses that facilitate curriculum change.
3. Development of field experience structure.
4. Designator of administrative support structure to coordinate and monitor changes in curriculum.
5. Reorganization of the college of education to reduce territorial constraints on change.

It is quite possible that other projects are active in changing structures within the context of their Deans' Grants. An appropriate extension of Regional Evaluation Committee activities might be a focused interview with project personnel to bring to the surface additional insights about project goals and activities.

In respect to the investigation of "commonalities" and "differences" based upon "stages of life," there are too few examples of structured goals to draw conclusions. In regard to "degree of attainment" estimates, one hypothesis that appears to be supported by the data is that structural changes may be associated with Dean's Grant project activities but tend not to be a direct outgrowth of these activities. This hypothesis is suggested by the fact that four of the six projects with structural change goals are first-year projects and these four report high "level of goal attainment" during this first year of Dean's Grant project activity.

Conclusion and Recommendations

This document represents a first phase. Much remains to be done. However, this first phase of a multistage regional evaluation effort has produced valuable empirical information. Information is presented on project focal points on a project-year basis, on which activities best accomplish specific objectives, and, most important, on the commonalities shared by 19 projects in very different places (see Table 6). This sample represents 15% of all Deans' Grants for the 1979-80 year. It appears that projects may be more alike in both goals and strategies than might be expected by the variation in project setting. This preliminary finding has implications for the development of a national evaluation model by the Dean's Grant projects before one is thrust upon them.

The time-linked commonalities in goals, objectives, and activities which were noted across role groups and processes has further implications for developing a set of general norms for project movement during

Table 5 - 5

Summary of Levels of Attainment for Central Region

	Faculty					Students					Curriculum		
	Knowledge	Performance	Attitudes	Behavior	Relationships	Knowledge	Performance	Attitudes	Behavior	Relationships	Course	Experience	Material
First-Year Projects (9)													
Mean (x)	3.8	3.5	3	3.5	3.7	3.5	3.7	2	5	5	3.5	2.9	2.8
Minimal Value	3	2	2	3	3	3	2.4	2	5	5	3	1	2
Maximal Value	5	4.8	3.9	4.3	4.3	4	5	2	5	5	4.2	5	4.2
# of Institutions who responded	6	7	5	5	5	2	2	2	1	1	6	7	6
Second-Year Projects (4)													
Mean (x)	3.1	3.5	3.8	3.5	4.6	3.1	2.8	3.1	2	2	3.6	3.3	2.1
Minimal Value	1	2	3	3	4.6	3	2	2.1	2	2	2	2	2.4
Maximal Value	4.2	4	4.5	4	4.6	3.2	3.2	4	2	2	4.5	5	4
# of Institutions who responded	2	2	3	2	1	3	2	3	1	1	3	3	2
Third-Year Projects (4)													
Mean (x)	0	2.6	3.5	3.6	3.5	3.5	3	0	0	0	4	3	3.7
Minimal Value	0	1.5	3	3	3	3	3				3	2	3
Maximal Value	0	4.2	4	4.4	4	4	3				5	4	4.5
# of Institutions who responded	0	2	2	2	2	2	1	0	0	0	2	3	4

a given three-year cycle. The specification of generic developmental stages is one way of retaining the flexibility allowed to Dean's Grant projects, yet holding them responsible for reaching some milestones in accomplishing goals. There is reason to believe that differences among projects may be linked as much to the number of years in existence as to institutional and contextual factors. Hence, the notion of a developmental model for project performance is supported by the data displayed in this report and tabulated in Tables 5 and 6.

Table 5 groups the projects by project year to describe the projects' reports of levels of attainment by means, minimal and maximal values, and number of responding institutions. The reported ranges for each variable and means illustrate a basic problem in self-report measures of this type: only the middle values are consistently used by the projects. Additionally, the means and range are also only one-time measures (end of the year), so it is not known whether projects began at and maintained the same level of attainment.

For this and other reasons stated earlier, there may be more useful ways of gathering and reporting data for region-wide and single institutions. A suggested alternative is a modified taxonomy: a suggested developmental sequence for the life of projects which is used as one source of information in the development of individual and region-wide Discrepancy Evaluation Models.

Table 6 presents a summary of the activities actually carried out in the area of Faculty Competence to achieve the goals specified in the areas of Knowledge, Performance and the others. These data, concerns with definitions, and project age led to the design of the data collection device shown in Table 7.

Table 7 presents a sample instrument with descriptive information on projects in a suggested developmental sequence. This kind of an instrument is illustrative of a proposed modification of the 1979-80 Central Region Evaluation Team Effort and is more in keeping with the Discrepancy Evaluation Model.

As one looks across the four variables of faculty, student, curriculum, and organizational structure, project focus seem to shift from faculty to student and curriculum as the project ages. Similarly, activities and energies move from curriculum change to organizational structure change in the "older projects" (three years +) whereas several new projects view organizational change or restructuring as a major strategy for accomplishing the goals of the grant. It may be that the category, Organizational Structure, or institutionalization or structural change, is a process variable rather than a treatment or outcome variable of the same type as that of faculty, student, and curriculum. This is an area for further review by the projects in the region. There is some evidence among the older projects that activities moved from a broad-based global focus to a more highly intensive individualized approach, to specific activities which can be identified for an individual or a designated group.

Further examination of the data and additional systematic and periodic collections of data using modified versions of the forms developed for this pilot study should provide additional insights into commonalities and unique qualities.

Table 5-6

ACTIVITIES TO ACHIEVE FACULTY COMPETENCY
Regional Dean's Grant Projects
1980

Category	Year I	Year II	Year III
KNOWLEDGE	Lectures using internal and external consultants Observations Simulations Field trips Hands-on experiences Media Resource materials Suggested readings Informal discussions Released time Conferences Retreats Surveys Field trips to mainstream sites Research studies Site visits Seminars and workshops Newsletters Task force Information retreival method	Workshop with external speaker	None
PERFORMANCE	Develop faculty team Sample module Master plan and schedule Support materials Presentations by project staff in courses Individual and small conferences Teaching-Learning packets Review course syllabi Surveys Conferences Conferences/Retreats/Lunch-time Seminars	Faculty workshop with consultants	Mini-grants Support through graduate assistants Human and material support Use of packet concept

Category	Year I	Year II	Year III
ATTITUDES	Film Panel presentation by handicapped persons Readings Lectures Values clarifications Staff development activities Seminars and workshops Dean's address Surveys Conferences Small group travel state programs	Curriculum review Team teaching Handicapped Students' workshops Noon-hour seminars Materials development Cross-department meetings Workshop with public school teachers Workshop on evaluations Administration of attitude scales	Surveys
BEHAVIOR	Workshops Incentive system Interdisciplinary seminar Identification of national and state mainstream conferences	Meetings with department chairpeople Seminar audits	Teacher educator teaching in mainstream setting Participant-observation in field site Monographs Stipends Support for interschool plan for mainstreaming content in courses
RELATIONSHIPS	Workshops and seminars Small group sessions Small group facilitators Staff development Informal faculty get togethers Interdisciplinary visits Expanding advisory groups Publication of quarterly reports Newsletters and update of legislation on handicapism Consultation conferences Steering committee	Interdepartment noon hour seminar Cross college symposium	Conferences

Table 5-7

Summary of Project Activities by Year

CIRCLE YEAR OF PROJECT				
1	2	3	4	5

Project Code

Faculty Objective

Variable	NA*	Activities for First Year Projects	Date of Completion	CIRCLE ONE Activity Completed	 Activity In Progress	 Activity Not Started
Faculty		A. Assess faculty knowledge of and attitudes toward mainstreaming formal and informal devices.		3	2	1
		B. Introduce goals and objectives of Deans' Grant to teacher education faculty.		3	2	1
		C. Plan faculty development for the year with input from faculty.		3	2	1
		D. Organize and implement workshops, field trips, seminars, etc.		3	2	1
		E. Train project staff and faculty.		3	2	1
		F. Establish a project Management Information System with staff and faculty responsibilities.		3	2	1
		G.		3	2	1
		H.		3	2	1

---

*NA refers to activities that were not to be started in the current year or not begun at all.

Table 5-7 (Cont'd.)

CIRCLE YEAR OF PROJECT				
1	2	3	4	5

Project Code

Student Objective

Variable	NA*	Activities for First Year Projects	Date of Completion	CIRCLE ONE Activity Completed	 Activity In Progress	 Activity Not Started
Students		A. Assess students' knowledge of and attitudes toward mainstreaming.		3	2	1
		B. Plan and sponsor cross departmental orientation workshops for students.		3	2	1
		C. Schedule and supervise field trips to sites with handicapped students.		3	2	1
		D. Presentations re P.L. 94-142 in social foundations courses.		3	2	1
		E.		3	2	1
		F.		3	2	1

*NA refers to activities that were not to be started in the current year or not begun at all.

Table 5-7 (Cont'd.)

CIRCLE YEAR OF PROJECT				
1	2	3	4	5

Project Code

Curriculum Objective

Variable	NA	Activities for First Year Projects	Date of Completion	CIRCLE ONE Activity Completed	 Activity In Progress	 Activity Not Started
Curriculum		A. Faculty involved in review and analysis of Teacher Education curriculum re P.L. 94-142.		3	2	1
		B. Complete needs assessment of curriculum and share with faculty.		3	2	1
		C. Plan for curriculum revision.		3	2	1
		D.		3	2	1

Organizational Structure Objective

Organizational Structure		A. Consider reorganization of relevant structures to facilitate project goals.		3	2	1
		B. Review SCDE organization with College Advisory Committee.		3	2	1
		C. Organize and convene Advisory Committee for project.		3	2	1
		D.		3	2	1
		E.		3	2	1

Table 5-7 (Cont'd.)

CIRCLE YEAR OF PROJECT				
1	2	3	4	5

____
Project Code

Faculty Objective ____

Variable NA	Activities for Second Year Projects	Date of Completion	Activity Completed	Activity In Progress	Activity Not Started
Faculty	A.		3	2	1
	B.		3	2	1
	C.		3	2	1
	D.		3	2	1
	E.		3	2	1
	F.		3	2	1
	G.		3	2	1
	H.		3	2	1
	I.		3	2	1

Students Objective ____

Students	A.		3	2	1
	B.		3	2	1
	C.		3	2	1
	D.		3	2	1
	E.		3	2	1

Table 5-7 (Cont'd.)

CIRCLE YEAR OF PROJECT				
1	2	3	4	5

____
Project Code

Curriculum Objective ______________________________

Variable NA	Activities for Second Year Projects	Date of Completion	Activity Completed	Activity In Progress	Activity Not Started
Curriculum	A.		3	2	1
	B.		3	2	1
	C.		3	2	1
	D.		3	2	1

Organizational Structure ______________________________

Organiza-tional Structure	A.		3	2	1
	B.		3	2	1
	C.		3	2	1

Table 5-7 (Cont'd.)

CIRCLE YEAR OF PROJECT				
1	2	3	4	5

Project Code ______

Faculty Objective ______

ariable	NA*	Activities for Third Year Projects	Date of Completion	Activity Completed	Activity In Progress	Activity Not Started
Faculty		A.		3	2	1
		B.		3	2	1
		C.		3	2	1
		D.		3	2	1
		E.		3	2	1
		F.		3	2	1
		G.		3	2	1
		H.		3	2	1
		I.		3	2	1

Students Objective ______

tudents		A.		3	2	1
		B.		3	2	1
		C.		3	2	1
		D.		3	2	1
		E.		3	2	1

Table 5-7 (Cont'd.)

CIRCLE YEAR OF PROJECT				
1	2	3	4	5

____
Project Code

Curriculum Objective ______________________________

Variable	NA	Activities for Third Year Projects	Date of Completion	Activity Completed	Activity In Progress	Activity Not Started
Curriculum		A.		3	2	1
		B.		3	2	1
		C.		3	2	1
		D.		3	2	1

Organizational Structure ______________________________

Organizational Structure		A.		3	2	1
		B.		3	2	1
		C.		3	2	1

Additionally, examination of the levels of attainment information should allow the region and individual projects to develop realistic time lines for goal accomplishment as well as to assist in the anticipation of problem areas. The goal is to develop more precise instruments, possibly by interviewing a sample of a project's staff, to clarify and validate categories. Then a continuous and systematic data collection, analysis, and reporting procedure must be devised. One such suggested system follows:

A Proposed Evaluation System and Requirements for Application To Dean's Grant Projects

A data base must be established to get some notion of what projects across the region do on an annual basis. At the outset information is needed on the intended activities and objectives that ought (ideally) to be accomplished, the participating individual institutions, and a time frame for the completion of the project's events. The information gathered from projects so far represents a set of baseline data from which a sample monitoring instrument has been constructed (see Table 7). From the data collected, activities have been drawn out and listed; they represent most of the first-year projects. Columns have been included to indicate the status of completion of these activities. Note that space has been left for the addition of other objectives and activities not represented and that an estimated completion data is required for each activity. It is intended, therefore, that a common instrument, such as this one, be constructed for each project year and distributed at the beginning of the year for projects to use as a planning and monitoring tool for the year's activities. Staff members of the various projects will have the advantage of seeing "core" activities which other projects intend to accomplish, and will be allowed to select among them for use in their project by merely circling the letter of the activity and then indicating an estimated completion date. They are also to add those objectives which they believe to be unique to their project and to assign them letters and a completion date. Once this process is completed, and it may take considerable planning effort, it constitutes an abbreviated project plan that will then be sent to the regional liaison or a regional evaluation team. Regional liaisons will keep these plans on file and distribute them periodically to the project staff for a progress report. Projects respond by merely circling the completion status of each activity in their own plan. Projects may make one copy for their own use and then return the form to the regional liason. It is proposed that the instrument be mailed and collected twice per year and that the information received be summarized and shared with all projects in the region. Such a monitoring procedure will facilitate periodic self-evaluation by project staff members and will allow the projects to obtain an over-all picture of regional operations as a kind of reference point during as well as at the end of the year. Such methods should increase useful communication, provide information on growth and accomplishment, and help to facilitate any assistance that projects at the local level may need in time for such assistance to be effective.

To increase the richness of the data gathered, projects also would be requested to fill out brief demographic reports and to indicate any major change in program structure or components when they respond periodically to the instrument. Also provided will be a section in which they can respond in written form on any additional information on the project which they wish to report, such as positive accomplishments, unintended outcomes, concerns, or unusual circumstances.

At the end of each year, discrepancy scores will be computed for the projects grouped by year of operation and, as indicated earlier, no data for individual projects will be reported. The lower the discrepancies between the objectives and activities at the end of the year, the higher are the indicated accomplishment levels of the projects. Such reporting will aid the identification of particular strengths and weaknesses of projects as well as provide an accurate picture of exactly what activities took place generally across projects. The report will be distributed to each project for self-comparison purposes and for planning for the upcoming year.

Each year of operation will provide more data for instrument refinement. No doubt, changes will occur from year to year, some that already can be anticipated, given current evaluation data. Also indicated, however, will be how first-year projects, for example, change over the years, as defined by those objectives that are written in by first-year projects in the process of developing the initial plan (the first time they fill out the instrument). Such "change" data will be invaluable at the regional and national level for evaluation and planning purposes on a wider scale.

All distribution and collection procedures could be handled by the regional liaison on a regular basis, with project anonymity guaranteed to local projects.

Instruments might be revised and updated yearly for distribution at the beginning of the year and one other time during the year. Yearly evaluation reports of the data aggregated by project year may be reported locally, regionally, and nationally. Once initial instruments are constructed, the system should be able to be managed with a minimum of cost and effort, if it is maintained properly.

In summary, this evaluation scheme is proposed on the basis of considerable discussion and the analysis of the data presently available from Dean's Grant projects. The limitations on the usefulness of these data has revealed the need for a more comprehensive scheme to gather data periodically and reveal individual growth of local projects. One key stumbling block in a once-per-year assessment of project accomplishment lies in the diversity of project activities and the diversity of the institutions conducting Dean's Grant programs. The suggested scheme is easily administered and maintained, once it is in place, and it will satisfy these complex needs with a minimal local project effort. The information provided will have high utility at local, regional, and national levels in terms of describing the specific and general accomplishments of projects on a yearly basis. It is not intended to be used as a comparative device or for use in making decisions on project competence or eligibility for refunding. As proposed, the scheme should greatly increase the usefulness of the data gathered for all levels of project functioning.

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Chapter 6

The Dean's Role in the Dean's Grant Project: Director and Advocate[15]

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The basic assumption of the Dean's Grant Program is innovative but problematic. These grants, awarded by the Bureau of Education for the Handicapped[16] to 141 institutions of higher education in the 1980-81 academic year, put deans in a critical role, that of advocate of curricular reform. The assumption of the grants is that by serving as project directors, deans can be instrumental in reorganizing teacher education. The original grant announcement from Dr. Edwin W. Martin (July 29, 1974) stated the charge. Addressed directly to deans of departments, schools, and colleges of education, it requested the dean's assistance "as a change agent" to prepare regular education teachers to meet the needs of handicapped children in an expanded mainstream.

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[15] This report is based on a longer technical report, Operationalizing Advocacy: An Analysis of Deans' Roles as Project Directors of Deans' Grants by Carol A. Sivage, Diane Reinhard, & Richard Arends. Address requests for information to Carol Sivage, University of Portland, 5000 N. Willamette Blvd., Portland, Oregon 97203.

[16] Now the Office of Special Education in the U. S. Department of Education.

There is little empirical evidence to support the assumption that deans are critical to the success of Dean's Grant Projects (DGPs). The purpose of this study, therefore, was to investigate the behavior of deans in administering the grants and to ascertain whether the reported behaviors differed from those of the roles advocated by the developers of the Dean's Grant Program and by theorists of organizational change in higher education.

The questions addressed in this study are as follows:

1. What do deans actually do as project directors of Deans' Grants? What are the real behaviors of deans which are seen as helpful to change efforts?
2. What discrepancies exist in descriptions of these administrators' behaviors? Do external funders, project personnel, and the literature present a view that differs from the actual behaviors of DGP directors in representative sites?

Methodology

The study used a form of case study exploratory research which is probably more properly described as "mini-case study" because of the relatively short time spent at each site (an average of 2 days per visit). The purpose is similar to that of longer case studies, however, because we tried to provide a detailed, factual, and in-depth description of the subjects, striving for what anthropologist Geertz (1973)[17] called "thick description" (p. 7).

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[17] References are listed at the end of the chapter.

A stratified random sample of 10 DGP sites was selected which equitably represented the categories of institution size and mission, geographical region, and funding level of grant. Furthermore, in order to obtain the "thick" description of the dean's role, only sites which had had a grant for at least 2 years, and which had had the same dean for at least one year, were considered. The plan was for each visit to consist of interviews with the dean and appropriate project personnel and faculty during a period of two days per site.

The first meeting in each case was with the dean. A master script was used for consistency. It provided an outline of the purposes of the study, the obligations of the dean, should he[18] choose to participate, confidentiality issues, and next steps in facilitating the visit. If the dean chose to participate, he had the option of selecting a contact person to manage details of the visit. In every case, the dean was most eager to participate and welcomed our research.

We asked the dean and contact person at each site to send us preliminary information to provide a context. Course descriptions, descriptions of the education unit, and information related to the DGP were especially useful, as were university catalogs and information on the city and its environment.

The contact person at each site was asked to schedule interviews with appropriate personnel associated with the DGP, including the dean, project coordinator, and faculty members, as well as some faculty members who were very active in the DGP and some who were not active. In all, almost 100 persons (12 deans, 9 project coordinators, and 73 faculty members) were interviewed at the 10 grant sites for this study.

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[18] Inasmuch as all the deans in the study were male, masculine pronouns are used throughout the report.

Results

THE DEAN AS ADVOCATE OF CHANGE

The two objectives of the study related to the topic of administrative advocacy.

1. We felt the need to "operationalize" the definition of advocacy by gathering instances of observed behaviors of deans who supported DGPs. We hoped to categorize these behaviors and thus to create a systematic framework of behaviors that support change. This framework, we thought, could lead to an operational definition of advocacy.

2. We wanted to compare the very different contexts of public schools and universities. Most studies of change which we reviewed were carried out in public school settings. We hoped, by virtue of the higher education settings we studied, to add further insights on administrative advocacy in the autonomous milieu of the university.

Because literature on deans as change agents in higher education was almost nonexistant, we found it useful to extend our literature search to a number of related topics: administrative advocacy in general, the process of change in public schools, and a fascinating body of literature on the peculiar situational context of higher education.

The first concern, the supportive behaviors of the deans we interviewed and concept of advocacy, which is developed through a review of existing literature on the topic, define the two dimensions of advocacy which we propose.

One dimension provides a view of what advocates do, using citations of appropriate literature and information from our interviews. The roles of negotiator with competing factions, persuader for participation, and choreographer of change are described. Next, we move to the second dimension, Advocacy Intensities. The categories, which seem to differ primarily in intensity of involvement, use actual situations from our research for clarity.

The final section summarizes the two dimensions and presents a graphic framework of roles and deans' intensities of involvement as they administer DGPs.

Advocacy: A Definition

The award of grants directly to deans was planned specifically to develop advocacy, commitment, and awareness in these chief administrators of schools and colleges of education. In the Rand Study of Educational Change, administrators who were leading change efforts were dubbed "gatekeepers of change" in recognition of their vital role in either facilitating or inhibiting innovation (Berman, Greenwood, & McLaughlin, 1975, p. 123). The Rand researchers reported that the projects that accomplished the least were redirected or subverted by administrators. Endorsement and active support by administrators were almost necessary for success.

A definition of advocacy is provided by Kritek (1976): "Advocates defend the integrity of the innovation, recruit members, infuse them with values, and secure resources" (p. 97). A dean who was active in the early planning of the Dean's Grant Program extended the definition:

> Special educators had tried to change regular teacher training programs for years, but they had no luck. A dean could do it though. If deans could be brought together for discussion forums, they could learn from each other how to change teacher education. The dean

> could be chief planner, and deans' grants could provide planning money. (Corrigan, 1980)

The award of planning money directly to deans could facilitate major changes in curriculum. These early planners saw the power of these planning grants as a means of legitimizing deans' participation in curricular reform and developing powerful administrative advocates for educating handicapped children in mainstreamed settings. The numerous change studies reinforcing this notion stress administrative advocacy as an essential variable of successful change efforts (e.g., Berman & McLaughlin, 1975; Bryson & Delbecq, 1979; Emrick & Peterson, 1978; Gross, Giaquinta & Bernstein, 1971; Reinhard & Arends, 1979; Sivage, 1979b; Smith & Keith, 1971). However, no study offers specific information on the activities of administrators who are perceived as advocates. Thus, the focus of the following section is on one dimension of advocacy, the roles taken by deans as they direct a DGP. The description of these roles comes from a review of the literature as well as from interviews and observations at the 10 sites we visited.

ANARCHY, AUTONOMY, AND INDEPENDENCE: THE DEAN AS NEGOTIATOR WITH COMPETING FACTIONS

Some ideas of theorists of organizational structures in higher education complicate the decision-making processes in higher education. Cohen and March (1974), for instance, described the contexts of universities as "organized anarchies, characterized by problematic goals, unclear technology and fluid participation" (p. 3). Such characteristics complicate the processes of change in structure, faculty attitudes, and participation which DGPs proposed to make. Norms of faculty autonomy in higher education interpose other difficulties to change (Baldridge, 1978; Dejnozka, 1978; Mandelbaum, 1979).

Interdepartmental cooperation and communication are key requirements in DGP operations yet the theorists, as well as our own observations, show communication to be a most difficult endeavor. Special and regular educators, in the sites we visited, reported a lack of communication and, in some cases, outright hostility among their departments.

The lack of communication presents a significant difficulty for DGPs that propose to prepare regular education faculty members and students in what traditionally have been special education techniques. This sort of change presupposes interdependence, communication among departments, and a willingness on the part of faculty members to change and to learn new skills. The most problematic aspect of DGPs is that they can easily become marginal organizations which are not "owned" by either special or regular education. These "marginal and autonomous grants," described as "loosely coupled" (Weick, 1976), quickly dissolve when funding ceases. The comprehensive changes in curriculum, knowledge, and attitudes that these grants propose are not institutionalized, nor are they integrated into the total organization with careful planning and persuasion and negotiations among the competing forces within higher education settings. Interdependence and cooperation are essential for success, and the individual in the ideal position to plan, persuade, and negotiate among these forces is the dean.

Internal Negotiations

The deans we spoke with often described their role as mediator and negotiator between the often-discordant views of special and regular education. The political nature of higher education decision making described by Baldridge (1978, pp. 19-20) typifies the situations we observed.

Over and over in our interviews we heard of instances in which the dean had negotiated with divergent groups on behalf of the DGP. Some instances occurred within the education unit, usually between special and regular education, but in several instances the negotiations were in the larger university. This role as negotiator is a key one for the deans we visited.

In seven of the 10 sites we visited special education departments were part of the education unit. If at these sites the DGPs were closely identified with special educators, resentment often was expressed by regular education faculty members. We heard at every site we visited that the dean's ownership and control of the grant was essential. Faculty members told us, as did the deans themselves, that in order to achieve grant objectives with the regular education faculty it was better not to identify with any group too closely, particularly not with the special education department.

External Negotiations

The deans we interviewed spoke of some common problems in higher education, particularly, declining enrollments that caused budget and program cuts. They described various tactics they employ to insure the survival of education programs, and they spoke optimistically of the role that DGPs might play in an otherwise gloomy forecast.

Two deans whom we interviewed described their active role in BEH-funding (sic) negotiations, the sort of external negotiation that only the dean can do. Other deans made it clear that the DGP had a high priority in the department, as evidenced by its high visibility and the public relations at university administrative levels. These deans represented the grant capably on committee assignments across campus.

We heard reports of deans who were carrying the goals of the DGPs to political and certification channels at the state level. These deans were supporting standards for certification that would require all teachers to be prepared to work with handicapped people, a marketable skill in the current job market.

We heard that deans could manipulate the reward structure of the university on behalf of the grant--developing overload policies and cutting through red tape as no one else could.

In summary, our observations and interviews confirmed theories of higher education organizations and politics. We saw DGPs caught in the middle of opposing views of education, with the potential of becoming a marginal, and hence, dissolvable innovation. We interviewed deans who told us of their role as negotiator between divergent forces in the attempt to build ownership and integration of the grant into existing programs. It appears to us that deans, as project directors of DGPs, are in a unique and powerful position to mediate conflicts of values within education units and, also, to negotiate with essential external forces. How they do this is the subject of the next section.

FACILITATOR OF CHANGE WITHOUT REVOLUTION: THE DEAN AS PERSUADER FOR PARTICIPATION

The deans we visited and the faculty members we interviewed told us how DGPs are organized. At each of our 10 sites, deans worked through coordinators and faculty advisory committees to achieve the goals of the grant. We found that deans insured faculty participation in grant activities through the powers of persuasion, both direct and indirect. There is evidence in the literature to support this role of persuader, especially given the political nature of university decision making (Baldridge, 1971; Conant, 1978;

Salancik & Pfeffer, 1974). Kanter and Weatley (n.d.) argued that deans need qualities of "moral suasion." It is their skills as political actors that count. They wrote,

> In the boundary roles in a college or university--roles that must mediate between environments, constituencies, and factions--the skills that seem important are the ability to: bring people together; give bad news without provoking too much resentment; salesmanship; negotiation; understanding the faculty and how to deal with them; and tactics as a "supreme mediator." (p. 5)

These writers described a task for which deans are uniquely prepared. As chief administrators of DGPs, they can offer political astuteness and the power of their office to what might otherwise be a marginal and easily dissolved change effort.

The examples of power and persuasiveness we observed seem to fit into three categories: direct persuasion, power-of-the-office persuasion, and persuasion through others.

Direct Persuasion

We found a number of very direct ways in which deans tried to influence faculty members to participate in DGP activities. The particular methods are highly dependent on personal style and situational context; thus, one method might be rated as highly successful for one dean in his particular situation but as unsuccessful for another person in another place. Nevertheless, we identified the following particular sets of direct persuasive behaviors:

Deans who talk about the DGPs, its goals, objectives, and potential, make a convincing persuasive argument for participation. This direct verbal support is most important, we found, at the grant's initial stages. The deans we interviewed who made a point of active persuasion at faculty meetings at the beginning of the year were remembered as advocates by faculty members and coordinators. Their support usually took the forms of commitment to the goals and "vision" of the grant, and legitimizing project staff by identifying them with the DGP.

Memos, letters, handwritten notes, and columns in the faculty newsletter were vehicles to provide direct written support to DGP activities. For instance, one dean wrote a column in the biweekly newsletter. In the column he stressed long-range goals for the college and his vision of the future of teacher education. In his particular large-university situation, and with his personal reputation as a scholar, this technique was most successful in persuading faculty members to inform themselves about grant activities.

Other deans used their visibility as scholars to produce articles and make oral presentations on DGPs. This national visibility was a powerful device to involve faculty members at the local level.

In another site, the dean had a more informal style of leadership. He preferred handwritten notes which were attached to DGP communications, handouts, and articles. This method, in its particular institutional context, was perceived as supportive.

Yet another dean, who was faced with multiple pressures in his urban university, found formal letters to be a useful direct persuasive device. This busy dean sent letters of invitation to faculty members to attend inservice workshops. Although they were less personal than a handwritten note, he reported that this technique fit his busy schedule and the formality of the faculty with whom he worked.

Indirect Persuasion

We were surprised by the strength of the "power of the dean's office." Faculty members in each of our 10 sites described how the dean persuaded them to participate in the DGP. In addition to the direct behaviors reported in the preceding section, the descriptions usually included an undefinable entity, sometimes described as "clout" but usually subtle and not describable in specific behavioral terms.

When deans advocate and support activities, faculty members know it. We were impressed by the pervasiveness of this knowledge even when the dean was relatively uninvolved and invisible to faculty members. At each of the sites we visited, faculty members could tell us what and whom the dean favored, even when the dean preferred to work through associate deans and department chairpersons. This knowledge appears to be based on a series of actions which can be identified and, also, on a set of more subtle, unidentifiable behaviors. The concept of "gestalt" seems to describe what we say--all the deans' behaviors, direct and subtle, fit into a pattern that broadcasts a message of advocacy or nonadvocacy. A dean who broadcasts "advocacy" in favor of the DGP is a most subtle and powerful persuader of faculty involvement.

Persuasion through Others

Some of the deans we interviewed let others help with persuasion. At one site, an upcoming international special education conference on campus was sponsored by the physical education department. The preparations included building remodeling to meet accessibility standards; they convinced the education department of the scope and potential of the movement for equity for handicapped persons.

In another example, nationally known scholars were being brought to the campus on behalf of the DGP. Faculty members were impressed with the power and prestige of these presentors and with their commitment to and support of the DGP. Deans who were demonstrably part of the network of DGP consultants and participants were persuasive factors in stimulating faculty particpation at the local level.

We propose, as a result of our visits, that persuasion be fine-tuned to fit the dean's style of leadership and the particular university situation. There is a very thin line between persuasion and overt direction, and the placement of this line depends on both leadership style and situation. As a result of our research, we confirm what our literature search told us: deans lead by persuasion, not authoritarian direction. Whether direct or indirect, this "moral suasion," as Kanter put it, is an extremely powerful stimulus to change.

MANAGING A TEMPORARY SYSTEM: THE DEAN AS CHOREOGRAPHER OF CHANGE

Most change studies agree with the finding that "the process of introducing and implementing change in schools is far more difficult than current views envision" (Hall, Loucks, & George, 1978). Change is a process, not an event, according to these studies. An extended period of gradual behavior change, often difficult and time consuming, is associated with the change process (Hall et al., 1978; Reinhard & Arends, 1979; Sivage, 1979a).

DGP planners have theorized that deans are in an excellent position to facilitate, or choreograph, the change process needed to reorganize teacher-education programs. Our research concurs in identifying activities of deans that clarify the choreographer-of-change role.

Our interviews suggest that deans can assess the receptivity and capacity of the faculty for change as no one else can. We heard about deans' activities and actions that facilitated the mutual adaptation of DGPs and faculty members who were affected by the projects' activities.

We observed how deans can deal with predictable conflicts between divergent factions by careful choreography, coordinated planning, and coaching. Additionally, we identified activities by which deans provide the structures and supports to facilitate the process of change, using the DGP funds to provide personnel and financial resources.

Achieving Role Clarity

Most of the deans we visited left day-to-day project operations to others, usually, coordinators and/or management teams. Research on change processes indicate that this administrative role is appropriate at the implementation stages (Bryson & Delbecq, 1979). It must be remembered that all our sites housed experienced projects (2 years' previous funding was a selection criteria).

Communication and brainstorming are essential to achieve role clarity--the who-does-what, day-to-day management of the project. We heard time and time again that teams made up of the dean and coordinator must clearly define their individual roles in the management of the grant, and we observed a great variety in how these roles were defined. Individual personalities, academic status, and the context of the situation appear to be determining factors in role definition.

At one site, for instance, the coordinator, a well-respected full professor, provided both day-to-day management and conceptualization for his fifth-year DGP; the dean was minimally involved. At another place, a new dean and a project coordinator (a graduate student) achieved success by office proximity and almost daily meetings, especially in the initial stages.

When the coordinator of the grant is a low-status faculty member or a graduate student, we observed that it is especially important for the dean to coach and visibly and actively communicate project goals and activities. Careful role definition and highly visible communication between the dean and coordinator are especially important to legitimize the activities of the latter in such cases.

Several sites were coordinated by relatively high-status faculty members, an associate dean in one case and full professors with many publishing credits in others. In these DGPs, the dean provided a slightly different sort of support: easing the way for project goals and keeping communication channels open. Coordinators in these projects, perhaps appropriately because of their experience, took a more active role in conceptualizing the goals of the grant. In some cases the coordinators were the primary planners with the dean providing mainly consultative functions. We could summarize the issue of role clarity by speculating that who does the job is not so important because what seems to count is clear communication and the dean's visible support for what gets done.

Providing Social Support

We discovered that in DGPs, as anywhere else, hard work deserves recognition. Specifically, deans who took the time to compliment hard-working coordinators, to thank faculty members for extra efforts on behalf of the project, and to express confidence and social support for difficult change efforts, were highly appreciated. Social support from the dean is a trust builder. Coordinators and faculty members told us they have confidence and can be more assertive in achieving project goals when they know that the dean supports them.

Using and Allocating Resources

DGP funding is usually relatively low, as compared to other grant awards, but we observed that it is more important to consider relative funding in comparison with other available discretionary monies. In other words, if the dean has $40,000 (the mean award) and it all can be used for faculty retreats, inservice sessions, and other rewards, then he has a comparatively powerful resource to stimulate curriculum change. The coordinator and staff of the DGP, if carefully chosen, provide another excellent resource in terms of technical assistance and support to faculty members. The point is important enough to repeat. Deans control a powerful reward system through the Dean's Grant funds. Whatever the size of the grant award it provides a relatively large addition to the dean's discretionary monies. In most of our sites, these discretionary funds were a scarce resource, indeed.

We heard of numerous instances in which DGP funds were used to persuade and reward faculty participation. Released time for faculty members to work on grant objectives and faculty grants to stimulate module development were common devices. At one site, the dean administered a mini-grant competition among faculty members who wished to investigate educational techniques for handicapped students. Other projects chose faculty retreats as an inservice and staff-development technique.

We observed instances in which deans took a direct role in budget management. In other cases the coordinator provided a budget for the dean's approval. At one site, the dean facilitated a larger planning group's decisions on budgetary matters. The deans we interviewed described a more involved role related to funds initially; for instance, in relation to BEH (sic). In at least two cases, the dean was able to augment, and in one case to save, the grant awards by careful negotiation and persuasion of the funding agency.

Project coordinators play a crucial role. In virtually all the sites we visited, if the grant was too closely associated with the special education department, problems developed. Coordinators who most successfully bridged the gap between departments provided a careful mix of credibility and understanding of both regular and special education. This credibility among both regular and special education faculties is absolutely essential, as is a spirit of cooperation and helpfulness in the coordinator. The personality and style of the coordinator must be compatible with the context of the situation, and the dean is in the perfect position to make sure that there is a match.

In review, we observed that DGPs can provide vital and scarce resources to deans as they reorganize teacher-training programs. These resources are in the forms of discretionary funds to stimulate change activities and additional personnel to facilitate those activities. The key figure in this strategy is the dean, who serves as choreographer: choosing, directing, and overseeing an appropriate cast of characters to fit the situation he directs.

CATEGORIES OF ADVOCACY INTENSITY

The second dimension of advocacy describes categories of intensity or levels of involvement as the deans administer DGPs. These categories, or intensities of involvement, are often related to personal leadership style and situational context as the deans administer the goals and objectives of the DGPs. The first stage, "Being There," is crucial if a dean is to be perceived as an advocate. The other stages, "Active/Informed Involvement" and "Integration With Institutional Mission" are rare and more situationally dependent.

Being There

At each of our 10 sties we heard the same thing: The dean must support the DGP. When we tried to find out what this support meant, we discovered that in many cases our respondents meant "being there," in terms of either the dean's bodily presence at seminars, lectures, and meetings, or his signature--"being there"--on DGP memos and letters. We visited a cross-section of DGPs in large, small, research, and teacher-training institutions, and in all these places we heard the same thing: Physical presence means advocacy.

Almost every dean we visited stressed the importance of attending DGP activities. In some cases, apparently, simple physical presence is enough, but this presence is absolutely essential for advocacy. Our respondents reported "looking for the dean" at DGP activities. The fact that these busy administrators find time to attend these events is perceived as supportive by most faculty members whom we interviewed. We can speculate that the amount of support suggested by the dean's physical presence is a function of his isolation from faculty activities. Thus, at one DGP, simple physical presence connoted a great deal of support because the university was large and the dean usually was perceived as uninvolved with faculty matters. At another DGP the dean said, while looking at his calendar, "There's no way I can get out of this Dean's Grant activity; I must support the grant"; but this negative-sounding statement was perceived as supportive by onlookers who knew of this dean's overbooked schedule.

At other universities we spoke with deans who attended all DGP planning sessions as observers and listeners. This somewhat passive attendance seemed to facilitate and support the planning, especially when several departments were involved. In higher education settings, time is a valued resource, and how the dean allocates his time is symbolic of support. This fact is understood, we found, across departmental levels so that even passive attendance is important.

A second aspect of the "being there" stage relates to the dean's signature. In most of our visits, faculty members and deans stressed the importance of communications from the dean's office, and of the dean's signature in a prominent place. Signatures appeared to be especially important on the dean's requests for additional faculty participation in inservice and other staff-development activities. At this "being there" stage, the memo or meeting notice is usually written by someone else, often the project coordinator, but we found that the dean's letterhead and, most important, the dean's signature must "be there."

ACTIVE/INFORMED INVOLVEMENT

We were surprised at the number of reports of the dean's active and informed involvement in the DGPs. In many cases, deans not only attend meetings and inservice sessions but they play an active and informed role: introducing speakers, giving presentations, and demonstrating a knowledge and conceptual understanding of the DGP purposes. In several cases, the dean and project coordinator interacted at meetings and planning sessions in a way that showed mutual participation and decision making. These behaviors were observed as supportive of both the DGP and the person in the coordinator position. Our respondents told us that knowledgeable deans who understood the grant and took an active and informed role in its activities were seen as strong advocates. Their involvement is demonstrated in a number of ways, as for instance, the following:

One dean volunteers information about the DGP and its activities to colleagues in the hallway, on car trips to conferences, and in other informal settings.

Several deans we spoke with were active in coordinating DGP conferences and retreats, inviting and entertaining the speakers and participants.

One dean wrote about the Dean's Grant in his quarterly report to local schools, and he volunteers to talk to superintendents and teachers about the project.

Two other deans have had articles published in national outlets on DGP activities, and another writes regular "Dean's Columns" for a bimonthly newsletter.

Several deans took unusually active roles in conceptualizing the goals of the DGP. In these universities, this active attention to curriculum change was observed to be a strong commitment.

One dean showed his commitment to DGPs by learning the technical language of special education and becoming a recognized advocate of handicapped persons at state levels.

In several visits we heard of deans who were especially active in planning DGP activities, chairing meetings, approving agendas, and the like.

Activity level seems to be a measurable variable. Faculty members, coordinators, and deans tended to compare the dean's DGP activity with his general involvement in other things. Obviously situational context and leadership style play a large part in these ratings, but generally a high level of activity in DGPs compared with other activities was observed to be a very supportive behavior.

INTEGRATION WTH THE INSTITUTIONAL MISSION

Most of the deans we studied were reported to be visible; some were actively involved in the DGP; and a few reported a goal of institutionalization or integration with the institution's mission. These deans expressed commitment to the larger goals, the concept and vision of the education unit and the university. They told us that they viewed the DGP as a vehicle to achieve that larger goal and they intended the project to be integrated into the total program--a primary criterion of institutionalization.

These deans reported inherent value in the vision of the DGP. They made speeches that stressed the integration of the project into the total education program. They responded to other external forces for change, such as certifying agencies and state and federal legislation, and they stressed the role of the DGP to help make the mandated changes. Their comments to faculty members stressed the importance of change to fit the mandates of the laws, and they stressed the importance of engagement by everyone.

Summary

TOWARD AN OPERATIONAL DEFINITION OF ADVOCACY

In review, our list of supportive behaviors fit into systematic categories. We propose, as a result of this research, that advocacy be examined on two dimensions: (a) the roles that advocates take and (b) providing information on the intensity of the advocate's involvement. These dimensions are not mutually exclusive. Rather, they overlap and overlap as the grid in Table 5-1 illustrates. Examples from our site visits helped to define the categories used.

We have identified a series of deans' advocacy roles that provide one dimension of the framework. We observed deans who negotiated with competing environmental factions, both internal and external. We described deans who persuaded faculty members to participate in DGP activities, using personal persuasion, power-of-the-office persuasion, and even allowing others to persuade for them. Finally we observed deans who successfully choreographed change, coaching, directing, and overseeing an appropriate cast of characters to fit the situation.

Although these roles of Negotiator, Persuader, and Choreographer of Change are represented in the literature we reviewed and supported by our data, they are clearly not the only roles that deans take. However, for the purposes of this study, an examination of the role of deans as project director of the DGP, they are appropriate and provide one dimension of an operational definition of advocacy.

The second dimension, as we have said, describes intensity of involvement. The first and most essential category is "being there," which is simple, physical presence at DGP activities or the dean's signature and letterhead on written communiques. This sort of advocacy is relatively uninvolved but we believe that it is absolutely essential for deans to "be there" if they are to be perceived as advocates.

Table 6-1

The Two Dimensions of Advocacy

ADVOCACY ROLES	ADVOCACY INTENSITIES		
	Being There	Active Informed Involvement	Integration with Institutional Mission
Negotiator Role	Dean as Project Director - signing the grant.	Calling BEH to negotiate funding.	Developing alternative funding sources to keep grant goals going when funding ceases.
	Dean's Grant clearly operates from dean's office. Physical location of coordinator's office.	"Legitimizing" the coordinator as mouthpiece of the dean, rather than of special education at faculty presentations.	Dean's Grant activities integrated with other activities, joint and cooperative seminars.
Persuader Role	Dean's physical presence at seminars, retreats and Dean's Grant activities.	Making a Dean's Grant presentation at faculty meeting or larger university meeting.	Presentations stress common purpose of Dean's Grant and institutional goal.
	Countersigning memos.	Writing supportive memos.	Scholarly writing; "Dean's Column in newsletter.
	Dean attends national Dean's Grant Conference.	Dean takes active part in national role, is visibly part of Dean's Grant Network bringing in speakers, etc.	Dean is active in statewide efforts at teacher education reform. Dean becomes recognized advocate for the handicapped.
Choreographer of Change Role	Role clarity - clear expectations of who does what.	Active participation in planning - volunteering services - actually writing a learning module, or participating in video-taping.	Striving for integration with larger goals at administrative council meetings.
	Most involved in start-up stage - then delegation.	Active involvement in ongoing planning.	Grant resources used for larger goals - secretarial module development - reorganization
			Suggesting changes in seminar format to better integrate with existing schedule.

Some deans took an active and informed role with grant activities. The second intensity, Active/Informed Involvement, includes such behaviors as learning a new technical language of special education, volunteering for duties, and volunteering supportive comments about grant activities.

A few deans took an integrated view of project activities. This level, Integration With Institutional Mission, goes beyond support of the relatively narrow scope of project activities. At this stage, deans report a great valuing of the central concept of DGPs: reorganization of teacher education the better to meet the needs of all children. They express a desire to use the grant as a vehicle to achieve this larger goal. In other words, they both advocate and intend to integrate the central concept of the grant into the larger institutional mission. They propose to institutionalize the grant so that its central concept will remain intact when funding is finished. This, in our view, is the highest intensivy of advocacy behavior.

Conclusions

The training, biases, and observations of the three investigators who conducted this study led to a number of discussions as the research progressed.[19] The following "pet hypotheses" resulted from these discussions; they are the ones on which all three basically agreed. It seems appropriate for them to conclude this report.

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[19] One author is an assistant dean and a specialist in evaluation and case study methodology. Another is a teacher-education faculty member who has specialized in organizational development and school improvement and change strategies. The third is trained in special education and educational administration and has worked with DGPs at the regional level.

1. Deans are more involved in these grants than we would have thought. We were very much surprised at the high level of involvement evidenced by the deans we interviewed. In most cases they spoke knowledgeably about the DGP and its goals. Some deans spoke to us of institutionalization: the integration of DGP goals into the total program. Each of the 10 deans we interviewed perceived himself as an advocate of DGPs, performing at least the minimal "being there" role in DGP activities.

2. The dean's "power of the office" is invaluable to a DGP. We found a quote that whimsically illustrates faculty views on what deans do.

> Education is too important a business to be left to deans. A dean is a person too dumb to be a professor and too smart to be president....and "I know deans are caretakers, and nothing more, but I wonder why they have such nice offices, and such big salaries?" (reworded from Gould, 1964)

No matter how inept or invisible the dean may appear to be, he still has the power to allocate resources; and he has the overview and authority to negotiate with competing factions as well as the final say on policy decisions. For these reasons it is essential that the dean demonstrate ownership and advocacy of the DGP.

3. Faculty members know what the dean advocates. Our respondents almost always told us which individuals and programs were supported by the dean. The pervasiveness of this knowledge was fascinating. Sometimes faculty members measured the dean's favor by the size of offices, sometimes, by choice assignments or positive statements in public places. In every site we visited there was an underground understanding of what and whom the dean favored. Faculty autonomy and collegial decision making notwithstanding, being favored by the dean was important.

4. Deans operate within a wide band of acceptable behaviors. Advocacy and the dean's support are essential, as we have said, and yet there is a spectrum of behaviors that are perceived as supportive. We heard of hundreds of "advocate" behaviors but we were hard pressed to list more than 30 total nonsupportive behaviors related to the DGPs. Often, these nonsupportive behaviors were unfortunate character traits or omissions; relatively few active and direct nonsupportive behaviors were related to the projects. We think deans have a great deal of discretion in how they can behave; they must act in an extreme manner to be perceived as nonsupportive.

5. The deans' involvement in the DGPs is often paradoxical. We believe that deans lead through persuasion. DGPs provide a very persuasive vehicle for change: "legitimizing" involvement in curricular reform, as one dean put it. The deans we interviewed were conceptualizers; usually they left the day-to-day management of the project to others yet the deans' powers of persuasion and advocacy were often the essential ingredient of change.

6. DGPs are a fortuitously timed effort when combined with other external forces for change. We heard of poor student evaluations, declining enrollments, external agency and state certification changes at almost every place we visited. Each pressure to change impacts on education dramatically. DGPs can provide positive help: resources and personnel to upgrade skills and eventually to produce for the current job market a more marketable teacher who is prepared to teach a range of students, from exceptional learners to the so-called "normal" child.

7. DGPs are a synergistic effort; they provide the widest benefit when combined with other forces. This point reconfirms the benefits of institutionalization as we have discussed it. Long-lasting change occurs not by marginal, add-on, and short-term efforts but by an integrated approach that combines many separate forces. For instance, a DGP, combined with the goals

of a Teacher Corps grant, and added to the external pressures previously mentioned, can create an extremely powerful force for change. When combined, these forces produce a benefit greater than the simple sums of money involved; they produce a synergistic force to stimulate change.

8. Situational context is essential to understanding DGPs. University size and mission, leadership style of the dean, ability, status, and competence of project staff, all influence a DGP. Expecially important is the education unit itself and the conflicts among departments and individuals. A knowledge of many contextual variables is essential because DGPs must be considered within an environmental context. Given that these DGPs are so dependent on context and personality, the variety in goals, objectives, and project activities is understandable. DGPs are best evaluated individually, taking into account their current contexts. Also, because DGPs are just one of a number of elements forcing changes in teacher education, it is hard to isolate their effects from those attributable to certification changes, recent legislation, and other elements.

The research discussed here must be interpreted with certain cautions. It is subject to some problems of internal and external validity, as is all case study research. We made significant efforts to overcome these problems by cross-checking sources and striving toward a uniform methodology (Guba, 1978). Our study is not strictly quantifiable, nor was it meant to be. Rather, we attempted to provide depth of description, what Geertz (1973) called "thick description," factual and alive with detail. This sort of description is intended to clarify and increase our understanding of the complicated and diverse settings and personalities involved in the Dean's Grant Program.

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Chapter 7

A Preliminary Study of the Clusters of Capabilities: An Approach to Curriculum Development in the Dean's Grant Projects

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Nature of the Study

A working paper entitled A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education[20] was developed in spring 1979 by the National Support Systems Project. The text addressed the curriculum aspects of the need to revise teacher education in response to the changing policies on education for handicapped students. The paper was developed through four draft stages and numerous levels of criticism and discussion by persons involved in Dean's Grant Projects.

A major aspect of the paper is the identification of 10 Clusters of Capabilities that delineate the knowledge, concepts, practices, skills, and competencies which, together, may be viewed as "the essential components of a professional culture, the professional behavior that the public can expect all teachers to perform at a safe and competent level" in response to Public Law 94-142. The clusters represent one way of conceptualizing the task of restructuring teacher education in relation to Public Law 94-142. The areas included in the clusters are Curriculum Modification, Teaching Basic Skills, Class Management, Professional Interactions, Student-Student Relationships, Exceptional Conditions, Referral, Individualized Teaching, Professional Values, and Teacher-Parent Relationships.

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[20] Published under the title, A common body of practice for teachers: The challenge of Public Law 94-142 to teacher education, by the American Association of Colleges for Teacher Education (Washington, DC, 1979), the publication includes a set of seven critiques of the basic challenge paper by leading authorities in teacher education.

Inasmuch as the majority of Dean's Grant Projects (DGPs) focus on teacher education, the clusters were identified as a possible tool for assessing the degree to which teacher-education programs address the concepts and skills embodied in Public Law 94-142. In the Spring of 1980 the clusters were used in an in-depth study of the DGPs-the research population. The content of what became the DGP Questionnaire was developed on the basis of suggestions and research questions which were identified in earlier critiques of the paper.

PROCEDURE

On March 8, 1980, the DGP Questionnaires were mailed to the 112 projects then in operation. A cover letter asked the dean's assistance in collecting the data. Each institution received 16 instruments and envelopes to provide for anonymity. The suggested respondents were (a) a faculty member whose program or course had been effected by the recent changes in education, (b) 10 students in programs or courses affected by the DGP, and (c) five faculty members participating in the DGP. (Responses were expected to vary because of individual project characteristics.)

PURPOSE OF STUDY

The study was conducted in order to ascertain the extent to which the knowledge and skills included in each cluster are emphasized in DGP-influenced teacher-education programs. Because the clusters are comprehensive and applicable to any teacher-preparation program, they allow the generalization of data to all training programs, and they illustrate the areas given priority by the DGPs.

The data collected from the 59 DGP institutions were analyzed by

1. general population of the study;
2. respondents, by position (i.e., faculty, student);
3. respondents, by size of institution;
4. respondents, by major field of study; and,
5. respondents, by year of grant.

A demographic description of the study population is given in Table 6-1.

Responses of Total Population

The responses of the total population to parts of the questionnaire are presented here. Each respondent answered three questions and administrators and faculty members answered a fourth one about each of the 10 clusters.

Question One

1. To what extent is the material in each cluster addressed in your program? Write the number corresponding to the most applicable choice in the appropriate column for each cluster.

    1. Not addressed at all
    2. Addressed slightly, but not in depth
    3. About half the content is addressed
    4. Content is addressed sufficiently
    5. Every aspect of the content is covered in depth

The responses for the total population of respondents were as follows:

Table 7 -1

Respondents in the Study by Position

(Actual Frequency = 460)

	Responses	Percentages
Administrator	34	7.4
Tenured Faculty	141	30.7
Nontenured Faculty	64	13.9
Graduate Students	58	12.6
Undergraduate Students	153	33.3
Project Personnel	3	.7
Other	7	1.5
	460	100.1

Question One: Percentages of Responses and Mean

	(1) Not Addressed	(2) Slightly Addressed	(3) About Half	(4) Suffi- ciently	(5) Every Aspect	Mean
Cluster 1 Curriculum Modification	3.9	24.1	27.6	36.1	6.8	3.184
Cluster 2 Teaching Basic Skills	10.7	23.5	21.1	34.5	8.9	3.077
Cluster 3 Professional Interaction	6.5	32.6	25.7	27.6	6.1	2.940
Cluster 4 Teacher-Parent Relationships	15.7	32.4	22.8	22.2	5.2	2.684
Cluster 5 Class Management	3.3	18.0	28.0	37.8	11.7	3.371
Cluster 6 Individualized Teaching	5.0	24.8	27.0	27.0	14.8	3.227
Cluster 7 Exceptional Conditions	2.4	28.3	20.4	31.6	16.6	3.311
Cluster 8 Referral & Observation	5.9	24.8	24.6	32.2	10.9	3.177
Cluster 9 Student Student Relationships	12.8	29.1	21.7	27.6	6.1	2.86
Cluster 10 Professional Values	4.8	20.2	20.7	35.9	16.3	3.408

Reviewing the means reveals that for Cluster 3, Professional Interactions, Cluster 4, Teacher-Parent Relationships, and Cluster 9, Student-Student Relationships, the material is addressed less than half the time. A plurality of the respondents indicated that Clusters 1, 2, 5, 6, 7, 8, and 10 were being addressed sufficiently. It is also noteworthy that for Clusters 3, 4, and 9, the plurality indicated that the content was addressed slightly but not in depth. Although the range of responses indicates that all clusters may need more emphasis, Clusters 3, 4, and 9 clearly are receiving the least attention at this time.

Question Two

2. Earlier critiques of the paper describing the "Clusters of Capabilities" have provided the following comments. Please choose the one that best reflects your feelings for each cluster.

    1. Too idealistic
    2. Would take more time than we have for teacher education
    3. Would take more resources than we have
    4. Underestimates the import of general education
    5. Overestimates what can be expected of regular educators
    6. Assumes that regular educators are brighter than the average
    7. Makes urgent the movement toward a 5-6 year teacher-education program

The responses to Question Two for each of the clusters follow:

Question Two (in percentages)

	1	2	3	4	5	6	7	Mean
Cluster 1	14.6	30.9	8.3	4.8	7.6	5.0	22.2	3.693
Cluster 2	12.0	26.1	9.6	7.0	10.9	4.6	22.0	3.892
Cluster 3	13.3	21.5	15.0	3.7	7.8	4.3	20.3	3.986
Cluster 4	15.0	24.3	13.0	6.5	8.5	3.3	21.7	3.726
Cluster 5	7.4	21.3	10.4	7.2	7.4	5.4	28.0	4.333
Cluster 6	13.0	20.7	9.6	4.6	8.9	5.0	28.5	4.168
Cluster 7	7.2	18.7	12.2	5.2	8.9	5.9	29.6	4.437
Cluster 8	7.4	18.9	11.7	8.0	8.7	6.1	25.0	4.290
Cluster 9	13.3	23.5	8.7	5.9	8.0	5.2	23.0	3.921
Cluster 10	9.6	14.1	9.8	7.6	7.8	7.0	28.5	4.488

Review of the data indicates that only two responses received consistent support: Item 2, "Would take more time..." and Item 7, "Makes urgent the movement toward a 5-6 year...." The data also show in the little support for Item 1, "Too idealistic," that the cluster of capabilities may be a helpful way to conceptualize a teacher-education program.

The respondents indicated support for the beliefs that

a. the clusters were not too idealistic;

b. more time for teacher evaulation is needed; and

c. the movement toward a 5-6 year teacher-education program is urgent.

Question Three

3. Do you feel that the "Clusters of Capabilities" provide a framework for viewing teacher education Programs? Please answer for each cluster.

   1. Yes
   2. No
   3. No opinion
   4. Don't know

The participants were asked if they considered the "Clusters of Capabilities" to provide a useful framework for viewing teacher-education programs. The responses for each cluster are as follows:

Question Three (in percentages)

	Yes	No	No Opinion	Don't Know
Cluster 1	74.3	13.9	7.4	3.0
Cluster 2	72.8	16.7	5.4	3.9
Cluster 3	69.6	15.9	8.3	5.7
Cluster 4	68.7	15.2	8.9	6.1
Cluster 5	78.9	9.1	6.1	4.3
Cluster 6	75.7	11.1	7.0	4.6
Cluster 7	80.0	7.2	7.2	3.9
Cluster 8	79.3	8.3	6.7	3.9
Cluster 9	68.0	12.4	8.5	8.7
Cluster 10	80.9	7.4	6.7	2.8

Strong support exists for each cluster. The strongest support was given to Cluster 10 (80.9); the weakest, to Cluster 9 (68.0).

Question Four

Administrators and Faculty only Answer Question 4

4. How do you feel about the applicability of each cluster to your Dean's Grant Project or teacher-education program?

    1. It is impossible to apply the above description to the DGP or teacher-education program at our institution.
    2. I disagree with the content described in the cluster.
    3. I am interested in this area and will be working on it in the future.
    4. I am interested in working on this area and will need assistance in the future.

In the following table, the responses have been arranged by percentages for each cluster:

Question Four (in percentages)

	Impossible to Apply	Disagree with Content	Interested Working	Interested Help
Cluster 1	14.7	7.1	61.2	15.6
Cluster 2	10.8	17.9	56.1	13.9
Cluster 3	13.3	10.2	54.4	20.4
Cluster 4	12.9	10.7	52.7	21.4
Cluster 5	11.7	4.9	65.9	16.1
Cluster 6	8.6	8.6	59.5	22.5
Cluster 7	6.3	2.7	59.8	29.9
Cluster 8	10.3	3.6	63.2	21.5
Cluster 9	11.2	9.4	57.8	20.2
Cluster 10	7.2	3.2	64.4	23.4

Over 50% of the respondents stated that they are interested in each cluster and will be working on them in the future. The strongest support was given to Cluster 10 (64.4%), the least support, to Cluster 4 (52.7%). The greatest need for help was in working on Cluster 7 (29.9%).

If one combines the responses to each of the competency clusters that indicate interest in working on it and those that indicate interest in receiving help on it, all clusters receive a positive response of more than 70%. The table follows:

Cluster		Combined: Will be Working and Needs Assistance Percentage
1	Curriculum Modifications	76.8
2	Teaching Basic Skills	70.0
3	Professional Interactions: Consultation	74.8
4	Teacher-Parent Relationships	74.1
5	Class Management	82.0
6	Individualized Teaching	82.0
7	Exceptional Conditions	89.7
8	Referral and Observations	84.7
9	Student-Student Relationships	78.0
10	Professional Values & Legal Imperatives	87.8

Conclusion

The analysis of the curricular implications of Public Law 94-142 for teacher education, which led to the development of the 10 clusters of capability has received strong support as a viable approach to the reform of teacher education.

Chapter 8

A Look to the Future

The context in which the Dean's Grant Projects have operated during their first five years (1975-1980) has been changing rapidly. School programs for handicapped children and youth have been altered remarkably to bring them into compliance with Public Law 94-142; strong new demands have been made upon teachers of all kinds; and college faculty members have become aware of new expectations in teacher-preparation programs. Obviously, such changes mean that the people leading Dean's Grant Projects have a responsibility for the recurring assessment and renewal of all facets of their projects. During the next five years Dean's Grant Projects should experience needs different from those of the past because the context will have changed.

As part of the process of review and renewal, attention has been given recently to a futures perspective in the DGPs. Specifically, the Advisory Board of the National Support Systems Project (NSSP) began discussions about needs and prospects for the future as part of its deliberations in 1979 and 1980. As a result of their advice a study of the "mature" projects was undertaken in the Spring of 1980. Staff members of projects in their fourth or fifth years were asked to express their views on the future of Dean's Grant Projects. Also considered were the contents of interviews conducted by Dean Corrigan with a set of Dean's Grant Project administrators in the Northeastern Region. Results of all the queries on the future were summarized for review and further development in two rounds of discussions by the NSSP Advisory Board. Finally, all the deliberations were summarized by the NSSP director for presentation in this chapter.

This summary includes many individual expressions and the reactions thereto. Individuals sometimes presented their ideas in writing and then others reacted with suggested modifications and priorities for the various topics and ideas. Many other ideas were generated in discussions. There was not a great deal of voting or other formal means of establishing concensus. Thus, what is recorded here has surely missed something of the nuances and priorities that were intended by the various contributors. Nevertheless, it is hoped that this summary generally reflects the views of the many contributors to discussions on the future of DGPs.

The look to the future is organized around three general topics:

1. Discontinuance: When should federal funding for DGPs be discontinued?
2. Issues and Problems: What are the emerging issues and problems in DGPs that will require attention in the future?
3. The future: What topics are emerging as challenges for future activities in DGPs?

The examination of each general topic follows. The conclusions in each area of discussion should be considered as recommendations or advice which should be made part of the deliberations of all persons participating at all levels of Dean's Grant Project operations.

Discontinuance: When should federal funding for DGPs end?

Considering the local project level, discussions suggest that once they are begun DGPs should be supported for operations over at least a three-year period; they should be discontinued before completing a three-year cycle only under extraordinary conditions. The problems of faculty development and curriculum change addressed by DGPs are very difficult; they include profound problems of conceptualization, technical difficulties, and political challenges. Thus, it is proposed as a general policy that all projects be funded initially for a three-year period and be discontinued during that cycle only for serious, continuing failures to progress and to make recovery efforts. A second three-year cycle should be approved when the need is clear for further support to complete and extend the significant work of the first cycle. It is expected that a second three-year cycle will be appropriate most often in large teacher-preparation institutions that operate complex programs and in those institutions that show unusual promise for becoming centers of outstanding development and dissemination activities.

The funding of local projects beyond six years, it is believed, should not be expected routinely. Only when the work of the first six years has been exemplary and plans are advanced for in-depth follow-up studies of the program and its graduates should funding beyond six years be considered.

Specifically, it is suggested that federal supports for a local project can be terminated safely when the following developments have occurred:

- The proposed curriculum changes in teacher preparation programs have been developed, pilot tested, evaluated, and approved for general operations. This conclusion assumes that the teacher-preparation faculty has achieved the necessary competencies and made the necessary commitments to operate the changed program and is prepared for self-sustaining discussions, evaluation, and planning of the program's operations; it also assumes that local funding and support systems for the changed programs are in good order.

- Regular and special education teacher-preparation faculty members have concerted their efforts for the operation of the unified teacher-preparation program of the institution.
- There is no continuing need for special network arrangements with other institutions operating DGPs to advance local planning and motivation.

It is also considered appropriate to discontinue funding for a local DGP under such negative conditions as the following:

- The faculty members and/or leadership of the teacher-education program no longer are committed to changes in accordance with existing policies (e.g., Public Law 94-142).
- A serious impasse is encountered and the project stalls or flounders, and no clear structure for recovery is proposed.
- Needs and plans are documented poorly and fail to reflect competent efforts for development.
- No significant effort is made to profit from experiences in other DGPs through the network arrangements supported by the Office of Special Education (OSE).

In the total program context, it is widely agreed that DGPs as they are presently operated do not warrant or require long-term support. This is to say that at some time, probably in about a decade, it should be possible to discontinue the entire DGP federal support program as it is now known. It is timely now to think about the conditions under which the DGP programs might be discontinued. Some tentative thoughts on this subject follow:

It should be possible to discontinue the entire DGP program as a support strategy when the following conditions are met to a substantial degree:

- The curricular implications of Public Law 94-142 for regular classroom teacher preparation have been conceptualized acceptably and usefully to the satisfaction of most concerned parties.
- A literature summarizing the conceptualization and its translation into teacher-preparation materials is available as a regular part of teacher-education literature.
- Certification and accreditation bodies regularly require high standards of performance in teacher education and teaching practice in all areas of education covered by Public Law 94-142.
- The implications of Public Law 94-142 have penetrated the schools and colleges so thoroughly that teacher-preparation faculties are initiating significant practices for handicapped students as a part of their local development and maintenance efforts.
- Significant numbers of operating models of revised teacher-preparation programs are available in all parts of the nation and in institutions of the various sizes and types.
- The professional organizations of teachers and teacher educators have established clear and strong patterns of activity showing concern and leadership on topics related to Public Law 94-142.
- Development, evaluation, research, and dissemination functions relating to the preparation of regular classroom teachers to help serve handicapped students have been built into generic R, D, & D agencies of education.

Each preceding criterion for the discontinuance of the Dean's Grant Program suggests a dimension of work to be undertaken by OSE, institutions of higher education, and the various professional bodies.

Emerging Issues and Problems

The following topics have emerged prominently as issues, problems, or largely unmet needs in DGPs during their first five years of operation:

- A general concern with the increased linkage of DGPs to issues, resources, and ongoing programs in minority group education, including, especially, more emphasis on the understanding by school personnel of minority families and of procedures for school-parent cooperation. Creative developmental work and more communication are required in these areas.
- "Life space" or academic space has emerged as a major issue on many campuses. How can the teacher-preparation units secure sufficient time and resources for the serious preparation of teachers?
- A need is expressed to link DGPs to inservice and continuing education programs for teachers and other school personnel. The strict separation of pre-service teacher preparation from continuing education programs is not realistic or wise.
- Closer working relations with state departments of education, especially in relation to comprehensive state personnel development systems, are seen as much needed.
- Generally improved attention to documentation and evaluation of DGPs is needed, including attention to specific curricular changes and products of various kinds as well as projects as wholes.
- Effective models are needed to translate what has been learned in DGPs into standards for teacher certification and program accreditation.

- More attention is needed for outreach activities by DGPs at regional and state levels. How can DGPs be helpful to nearby institutions that do not have Deans' Grants?

The Future

This final section offers a list of suggested goals and processes to guide the activities of OSE, NSSP, project staff members, and all other persons who will be concerned with Deans' Grants over the next several years. Goal statements are given first, followed by brief commentaries on who or what agency may need to take procedural initiatives. It is assumed that primary attention in any DGP should go to the full development of its local plan, but it is also assumed that each DGP shares in some of the responsibility for outreach or dissemination and futures planning. In the following material it is also assumed that something like the NSSP will continue to help to provide communications among the DGP projects and with other agencies and groups as necessary.

Goals for the Future

- Early and strong attention should be given in the DGPs to revisions of curricula for the preparation of educational administrators and the curricula in other specialized areas (e.g., school counseling and school psychology), in addition to teacher education. This direction can be encouraged by OSE priority announcements.
- Attention should be given to all teaching areas in DGPs. So far, attention in most projects has focused on the elementary level; however, efforts are needed in secondary, adult, and

vocational education as well as in special subject areas. This broadened effort should be stressed in OSE announcements.

- Colleges and departments of education should be encouraged to build their capacity to prepare teachers for work with parents and to understand family life, especially with reference to minority families. This emphasis can be encouraged by OSE and NSSP. It should be made a priority area for the developmental work of NSSP.
- Efforts should be made to strengthen quality standards for teacher certification and accreditation in areas relating to DGPs. Leadership in this effort should be taken by NSSP, looking especially to collaborative work with the AACTE and its state affiliate groups and with NCATE. Work is needed at both state and national levels.
- DGPs should seek stronger ties with parent and advocacy groups concerned with handicapped children and youth. This goal requires implementation at all levels, including local DGPs and the regional and national structures of NSSP. Handicapped persons should be involved equally at all levels.
- Attention should be directed in DGPs to advanced graduate programs, especially in reference to the next generation of teacher educators; they should be informed and committed to the kinds of goals and activities that are at the core of DGPs. Attention and action are required mainly by OSE to open up DGPs to this broader scope of activity.

- A special study should be made of DGPs that are part of consortium arrangements. This idea expresses concern for methods of achieving outreach to all colleges that offer teacher-preparation programs. NSSP should observe and report on the present four consortium projects within the next year.
- Work should go forward vigorously on the clusters of capability concepts, including the development of resource units for college faculties and the initiation of activities for the various foundation areas. For example, what are the implications of the clusters or other curriculum formulations in the DGPs for the psychological or philosophical foundations elements of teacher preparation? The NSSP should lead here.
- DGPs at all levels should cooperate fully with the AACTE, the NABSE, and other associations of teacher educators as channels to disseminate the results of projects. Individual DGPs and NSSP should lead here; NSSP should maintain close working relations with the national offices of AACTE and NABSE.
- Some attention should be given to policy studies that may help to reveal basic barriers to and possible solutions of problems in compliance with Public Law 94-142 at the teacher-education level. These activities should help to achieve awareness by social policy leaders and political figures of some of the implications of the new policies in education for teacher preparation. An example of an issue needing attention is the "life space" problem encountered in many DGPs. NSSP should lead here.

- Explorations should be made leading toward coordinated efforts in DGPs with programs in related fields, such as bilingual education, multicultural education, migrant education, and Title I (ESEA). OSE staff should facilitate discussions among federal officers responsible for these programs and help to begin discussions through NSSP-sponsored meetings.
- A report documenting the progress and problems of DGPs should be prepared annually. The report should involve the development of a data system which can be applied through all DGPs. NSSP should lead here. In effect, this topic holds the present report to be but the first of a series of annual reports.
- Contacts should be developed at all levels of the DGP program with state departments of education, with special reference to the Comprehensive State Personnel Development (CSPD) activities of each state. NSSP should be in touch with leaders in the CSPD activities at the national level; each DGP director should be in touch with appropriate state officials.
- Work should go forward on the improvement of the management of DGPs, as in the training materials and systems developed in collaboration with Prof. John Bryson of the Hubert Humphrey Institute of Public Affairs at the University of Minnesota and the leadership training activities headed by Prof. Bert Sharp at the University of Florida. NSSP should lead here in encouraging further developmental and training activities.

Conclusion

The Dean's Grant Projects have developed very well in their first five years. Strong projects in many kinds of institutions now can serve as models for future developments. The curricular implications of Public Law 94-142 for teacher education have been explored thoroughly and a useful literature on the subject is being developed within the DGP structure. Beginnings have been made for outreach and dissemination activities by the existing DGPs so that all teacher-preparation institutions may profit from the DGP experience. Parents of handicapped children and other persons who have much at stake in the Dean's Grant Projects have become aware of the efforts being made in institutions of higher education to assist in implementing the important new policies on education for handicapped children. In sum, the growing body of knowledge and practice and the strengthening support system for the Dean's Grant Projects constitute an important resource for the future as the schools attempt to deliver fully to handicapped children their right to free and appropriate education.

# # #

APPENDIX A

Examples of Evaluative Instruments
Used in Local Projects

State University of New York (Brockport) - Placement Inventory

State University of New York (Brockport) - Competence Inventory

University of Arkansas - Attitude Scale

University of Connecticut - Faculty Questionnaire

University of Illinois (Urbana) - Dean's Grant Questionnaire

University of Michigan - Regional Evaluation Plan

As prospective teachers you will be faced with a wide variety of problems arising from the many different kinds of students you will work with each day. Brief descriptions of behaviors of exceptional children are given below. In each case indicate how you would prefer to handle the situation if the decision were entirely up to you.

PART I PLACEMENT: Where do you feel the child in question would function best and receive the most benefit?

For each child select one of the following placement alternatives.

A. Place in regular class with little or no additional support.
B. Place in regular class with considerable support from supplementary staff.
C. Place in special class or special school.
D. Place in a total care environment; i.e., institutionalize.

5. Barbara wears thick glasses, and her eye-balls jerk spasmodically from side to side; she can't see the blackboard very well, and reads poorly.
B

6. Chuck can get about only in a wheel chair; someone must move it for him or carry him in their arms because he is unable to control any of his limbs.
A

7. Donald is six years old and does not speak very much; what he does say is indistinct and childish with many missing or incorrect sounds.

8. When Alice wears her hearing aid she hears as well as any other child; her voice sounds flat and hollow, and is somewhat unpleasant to hear.
A

9. Alan wears a leg brace and walks with the aid of crutches; he gets along quite well by himself though and ordinarily needs no help from anyone.

10. Dotty is eight; she has difficulty following the class and doesn't seem able to learn to read at all.
C

11. Every few weeks without warning, Stella will have a violent physical convulsion during which she may bite her tongue or lose control of her sphincters; after several minutes she returns to consciousness with a severe headache, nausea, and acute feelings of depression.
C

12. Flora has neither bladder nor bowel control and must be taken to the bathroom at frequent intervals.
B

13. Doris is slow, absent-minded, and a daydreamer; she seems usually quiet and withdrawn, avoids others, and is inhibited and restrained in her behavior.
B

PART I PLACEMENT: Continued

Response Options

A. Place in regular class with little or no additional support.
B. Place in regular class with considerable support from supplementary staff.
C. Place in special class or special school.
D. Place in a total care environment; i.e., institutionalize.

14. A Every hour or so Henry stares upwards at the ceiling for several seconds and loses consciousness; he has been like this for several years but is otherwise developing normally.

15. C Fred can feel the vibrations of loud music from a radio or phonograph, knows when a door has been slammed, but does not hear speech unless it is shouted.

16. C Greg tires easily and needs frequent opportunities to rest; excessive stimulation or excitement must also be avoided.

17. B Irv is sexually precocious; masturbates in class, uses obscene language, and has made advances to several girls in his class.

18. B Albert does not pronounce all of his speech sounds correctly, but can be understood.

19. B Betty is only a little over seven but she can read the fifth grade reader very well; however, her hand writing is poor and she is about average in most other things.

20. B Chester is deceitful, tells lies, and cheats in school and at play; he has been involved in several thefts, and is a persistent truant.

21. A Andy hears most, but not everything, that is said in class even though he wears a hearing aid.

22. A June's eyes are crossed but she has adequate vision in either eye despite the muscle imbalance.

23. A Harry sulks, and sometimes gets quite noisy whenever he loses the direct attention of the teacher.

24. A Helen's right hand may sometimes begin to tremble uncontrollably; during the next few minutes the spasmodic movement spreads along her arm, shoulder, and head before it finally stops.

PROJECT 30 Interest Inventory

PART II COMPETENCE: Indicate your own competence at this time in being able to teach and provide adequate support for each child in question.

For each child select one statement that best describes your feelings about your capability to adequately teach and support that child.

A. If you feel you could teach such a student in a regular classroom without any support.

B. If you feel you could teach such a student in a regular classroom with advice from a specialist or consultant which would occasionally be made available to you whenever you felt a need for such aid.

C. If you feel you could teach such a student in a regular classroom provided there was a full-time specialist available at your school who could provide supplementary training for the student and frequent consultation with you.

D. If you feel you could not teach such a student in a regular classroom regardless of the available support.

For simplification, your response options are:

A. Without support
B. Occasional support
C. Regular support
D. Could not handle

25. B Alfred is defiant and stubborn, likely to argue with the teacher, be willfully disobedient, and otherwise interfere with normal classroom discipline.

26. A Roger's face was severely disfigured in an auto accident; he is completely recovered physically but the surgeons do not expect to be able to make his appearance more acceptable for many years.

27. A Cora is supposed to have a hearing loss, but she seems to hear all right when she sits at the right end of the front row of seats.

28. A Debby cannot use bathroom facilities unless someone is there to help her; she is perfectly capable of making her needs known in ample time to avoid accidents.

29. B Eight year old Edward sucks his thumb all the time, apparently indifferent to the reactions of parents, teacher, or other children.

30. A Occasionally Edward will repeat a sound two or three times before he seems able to go on; he speaks when called on but does not volunteer much.

31. B Chuck doesn't seem to catch on to things as quickly as most, and needs to have things explained over and over again; eventually, though, he appears to learn everything the others do even though it has taken longer.

PART II COMPETENCE: Continued

Response Options

A. Without support
B. Occasional support
C. Regular support
D. Could not handle

32. A Harold is a capable student but has a physical defect which appears to evoke laughter, ridicule, avoidance and rejection from the other children.

33. C Jane can tell the direction from which the sunshine enters her classroom; she cannot read the letters in an ordinary book.

34. B Virginia rubs and blinks her eyes occasionally when reading, and seems to find it difficult to distinguish between certain letters of the alphabet.

35. B Stan's walk is a slow shuffle; he gets along on level surfaces or moderate inclines quite well, but is unable to manage stairs at all.

36. A Roy has a bright purple birthmark which covers one cheek and the side of his neck.

37 A Carla is a persistent talker, whisperer, and notepasser.

38 A Ben is unable to walk and has been confined to a wheelchair; he manages this very skillfully and needs very little help.

39. A Les was born with a malformed left hand which is withered and misshapen up to the elbow.

40 B John has no difficulty on the playground or at the blackboard but he gets quite uncomfortable when he has to use his eyes at close range for any length of time.

41. C Hugh eventually mutilates or destroys everything that gets into his hands; his books are marked and torn, his desk ink-stained and scarred, and he has even managed to crack a blackboard panel.

42. C Arnold is an extremely bright nine year old who is far ahead of the rest of the class in most subjects; he spends a good deal of his time working on a mathematical system he calls "kinestatics".

43 C Bill has difficulty in starting to talk, grimaces and strains, and repeats sounds on about half the words he says in class.

44 A A hearing aid provides no help for Harriet; she lip reads fairly well and can hear when she is not facing the speaker if shouted at.

UNIVERSITY OF ARKANSAS
DEAN'S GRANT: MAINSTREAMING
Attitude toward Mainstreaming
Form II-A

Last 4 Social Security digits: ___ ___ ___ ___

Put an X on top of the response which most accurately represents your current opinion about the statement. There are no correct answers.

Key: SD Strongly Disagree N No Opinion A Agree
D Disagree SA Strongly Agree

1.	I believe that placing a handicapped student in a typical classroom would damage the student's self-concept.	SD	D	N	A	SA
2.	A handicapped child will be motivated to learn in a regular classroom.	SD	D	N	A	SA
3.	A handicapped child will likely form positive social relationships with other children in a regular classroom.	SD	D	N	A	SA
4.	I think that the integration of handicapped students into the regular classroom will harm the educational achievement of average students.	SD	D	N	A	SA
5.	The experience of being in a regular classroom will increase the chances of a handicapped child attaining a more productive and independent place in society.	SD	D	N	A	SA
6.	Having to teach handicapped pupils places an unfair burden on the majority of classroom teachers.	SD	D	N	A	SA
7.	Given my current understanding I believe that "mainstreaming" will benefit the teacher as well as all children.	SD	D	N	A	SA
8.	Assignment of a handicapped child to a regular classroom is a wise administrative decision.	SD	D	N	A	SA

Clarence R Calder
U of Connecticut

TABLE

RANKING OF RESPONSES TO THE ITEMS ON THE FACULTY QUESTIONNAIRE

Faculty Ranking of Items								
	Poor 1	Fair 2	Average 3	Good 4	Superior 5	Weighted Score	Average of Weighted Scores	Ranking of Items
1. Do you feel that the Dean's Mainstreaming Grant has been implemented successfully within the School of Education?		1	4	7	2	52	3.7	6
2. Do you feel that the Dean's Mainstreaming Grant is a useful function of the School of Education?			2	7	5	59	4.2	2
3. Are you knowledgeable about the education of special needs students?		3	4	5	2	48	3.4	8
4. Can you answer questions regarding handicapped learners from your students?		4	2	5	2	44	3.4	8
5. Are you informed enough about the needs of handicapped learners to teach a special education module related to your area of specialization?	2	3	4	3	1	37	2.8	11
6. Do you feel as a result of the Dean's Grant that pre-service students are receptive to the concept of educating handicapped learners in the least restrictive environment?		1	6	5	2	50	3.5	7
7. Should the School of Education continue its present direction in preparing students to work with special needs learners in the regular classroom?			2	4	6	52	4.3	1
8. Has the Mainstream Grant as implemented in the School of Education made an impact on student awareness with regards to special needs students?		2	1	4	6	53	4.0	4
9. Do you feel the Mainstreaming Grant as implemented in the School of Education has made an impact on students competencies to work with special needs students?	1	3	3	6		40	3.0	10
10. Are you aware of services within the School of Education on which you can draw for information regarding mainstreaming of the handicapped?		1	2	5	5	53	4.0	4
11. Should the mainstreaming grant and services it provides be continued?				7	5	48	4.0	4

(University of Illinois)

DEAN'S GRANT QUESTIONNAIRE

52 NO.______

1. How often did you hear faculty members in the College of Education talking about PL 94-142 and mainstreaming during the past seven days?

- almost always
- often
- occasionally
- rarely
- almost never

2. What is the general attitude reflected in the conversations you have heard?

Check one:	Check one:
- positive toward PL 94-142	- positive toward mainstreaming
- neutral toward PL 94-142	- neutral toward mainstreaming
- mixed, with some faculty for it and some not	- mixed, with some faculty for it and some not
- negative toward PL 94-142	- negative toward mainstreaming
- not applicable	- not applicable

3. How can the conversations you hear be predominately characterized?

- seeking more information
- acknowledging how PL 94-142 and mainstreaming will change things at UIUC
- being concerned about how well we are preparing students
- wanting to research PL 94-142 and mainstreaming
- wanting no part of it -- too busy, etc.
- not applicable

4. What percentage of students you teach have shown some awareness of the responsibilities they will face with the advent of PL 94-142 and mainstreaming?

- 0 - 20
- 20 - 40
- 40 - 60
- 60 - 80
- 80 - 100

5. If a substantive topic (other than concerns for salaries or departmental politics) is of more concern to the faculty as evidenced by the talk you have heard than PL 94-142 and mainstreaming, what might it be: (Check one)

____Bilingual/Multicultural Education

____Competency Testing

____Values Education

____Back to Basics

____Open/Informal Education

____Teacher Education (e.g., its future on this campus)

____Other:____

____There is no other topic of more concern to the faculty than mainstreaming

DEANS' GRANT PROJECTS
CENTRAL REGION

I. Competency Cell: ______________________ **Project Year:** ______________

II. Specific goal (for this competency cell, for this year):

III. Activities (used to reach this goal for this year):

1.
2.
3.
4.
5.

IV. Degrees of attainment (for this goal, for this year):

1.

2.

3.

4.

5.

V. Present degree of attainment (where you are now in reaching this goal):

1 —— 2 —— 3 —— 4 —— 5

DEANS' GRANT EVALUATION PROCEDURES (Central Region)

PART I

Assumptions

1. Deans' Grant evaluation procedures must be coherent and communicable.
2. Evaluation must provide evidence of change and level of attainment in the following components:
    a. Faculty competency in areas of:
        (1) Knowledge
        (2) Performance
        (3) Attitudes
        (4) Behavior
        (5) Relationships
    b. Student competency in areas of:
        (1) Knowledge
        (2) Performance
        (3) Attitudes
        (4) Behavior
        (5) Relationships
    c. Curriculum reevaluation and revision
        (1) Courses
        (2) Experiences - "Field" Experiences
        (3) Materials
        (4) Structures
3. Project monitoring towards designated goals.

PART II

Examples of "how to" for 1, 2, and 3, above, such as optimal levels of attainment.

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INSTRUCTIONS FOR DEANS' GRANT EVALUATION FORMS (Central Region)

I. Competency Cell - Competencies are divided into areas of faculty, students, and curriculum. You are to fill out an individual comptency sheet for each of the cell subcategories that apply to your Project goals. However, you need not develop goals for cells that are not being worked on this year. If you were to fill out a sheet for each competency cell, you would have a total of 14 sheets (5 for faculty competencies, 5 for student competencies, and 4 for curriculum re-evaluation and revision).

II. Goals are to be stated in one-year terms and should be related to the specific competency cell. State only this year's goal for this competency, not your long-term objective.

III. Activities should include only those which are related to reaching the goal of this cell comptency. Activities may be listed in either behavioral or categorical form. Be sure that they are comprehendable (i.e., that anyone reading them could discern the essence of each of the listed activities).

IV. Degrees of attainment should follow the format of the attached sheet. Be sure that the best and worst things are those which could occur this year.

V. Note your current estimation of where you are on your degrees of attainment.

(SAMPLE) School: ____________

DEANS' GRANT PROJECTS
CENTRAL REGION

I. Competency Cell: Curriculum Reevaluation & Revision - Courses Project Year: V

II. Specific goal (for this competency cell, for this year):

To develop and meet with a representative group from Teacher Education to determine the impact of the anticipated State requirements for the education of exceptional children in regular classrooms.

III. Activities (used to reach this goal for this year):

1. Identify Ad Hoc Committee Members from various programs.
2. Meet with committtee to discuss State plan.
3. Decide with committee on alternative strategies for inclusion of mainstreaming competencies.
4.
5.

IV. Degrees of attainment (for this goal, for this year):

1. The Ad Hoc Task Force on Mainstreaming will decide to wait until the State mandates specific requirements before proceeding with an all-school (teacher education) plan for curricular inclusion activities.
2. The Ad Hoc Task Force on Mainstreaming will examine possible plans for curricular inclusion activities, in compliance with anticipated State requirements.
3. The Ad Hoc Task Force on Mainstreaming will agree on an all-teacher education plan for curricular inclusion activities, and set target implementation dates.
4. The Ad Hoc Task Force on Mainstreaming will agree on an all-teacher education plan for curricular inclusion activities and will begin implementation in compliance with anticipated State requirements.
5. The Ad Hoc Task Force on Mainstreaming will decide on and implement, with a monitoring system, an all-teacher education plan for curricular inclusion activities, in compliance with anticipated State requirements.

V. Present degree of attainment (Where you are now in reaching this goal):

1 [✓ 2] 3 4 5

DEANS' GRANT PROJECTS
CENTRAL REGION

I. **Competency Cell:** Faculty Awareness & Attitudes **Project Year:** First (1979-80)

II. **Specific goal (for this competency cell, for this year):**
To develop faculty awareness of the problems and issues involved in implementing P.L. 94-142 in a way that generates interest in developing solutions.

III. **Activities (used to reach this goal for this year):**

1. Dean's address to faculty at the beginning of the academic year.
2. A variety of project sponsored workshops to which faculty receive individual invitations, including at least one designed specifically for faculty.
3. A series of field trips to sites of mainstreaming projects being implemented with varying degrees of success.
4. Selected faculty are invited to participate in regional meetings of Dean's Grant projects.
5. Faculty are surveyed about the extent of opportunity of students to attain mainstreaming competencies and their willingness to provide greater opportunity.

IV. **Degrees of attainment (for this goal, for this year):**

1. Fewer than 10 percent of the faculty involved in teacher education programs will demonstrate any interest in or awareness of the problems involved in implementing P.L. 94-142. None of these will be willing to assist in generating solutions.
2. Between 10 and 30 percent of the faculty involved in teacher education programs will demonstrate interest and awareness of problems. One-third of these will indicate a willingness to participate in solution-seeking activities.
3. Between 30 and 70 percent of the faculty involved in teacher education programs will demonstrate interest in and awareness of the problems and one-third of these will indicate a willingness to participate in solution-seeking activities.
4. Between 70 and 90 percent of the faculty demonstrate an awareness of and an interest in the problems and one-third of these will indicate a willingness to participate in solution-seeking activities.
5. Between 90 and 100 percent of the faculty involved in teacher education programs will demonstrate an interest in and awareness of the problems and one-third of these will indicate a willingness to participate in solution-seeking activities.

V. **Present degree of attainment (where you are now in reaching this goal):**

1 [✓ 2] 3 4 5

DEANS' GRANT PROJECTS
CENTRAL REGION

I. Competency Cell: C-4, Structures Project Year: one

II. Specific goal (for this competency cell, for this year): Goals #1, #4, and #5

Interdisciplinary (Education and Health Sciences) Project Activities stimulate faculty members to explore means for improving the structure of preservice education program delivery.

III. Activities (used to reach this goal for this year):

1. The College of Education reorganized the year prior to formally initiating the Deans' Grant Project; the matrix structure yielded across-department cooperation to change courses, materials, and clinical experiences during the Project year one; conflict among special, elementary, and secondary education was eradicated through divisions functioning across departments; matrix unit objectives were intensified.
2. College of Health Sciences and College of Education faculties participated in progr review and conferences; the interdisciplinary Deans' Grant Steering Committee initi ted, through its structure, a forum for considering program change.

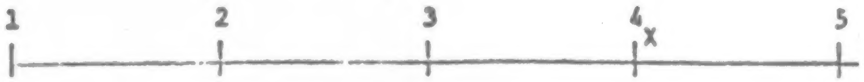
IV. Degrees of attainment (for this goal, for this year):

1. No plans for changing the structure of preservice education delivery are under consideration.

2. Some departments have considered reorganizing themselves to better provide pre-service teacher education programs; there is debate but no real change.

3. Secondary and Elementary Education Departments work closely with Special Education to consider joint appointments to benefit students through faculty resource sharing; Educational Administration and Counseling Departments take an active role in exchanging units with other faculty members with different expertise related to the Law.
4. Education units formalize a collaborative structure for encouraging regular and continuous exchange of expertise aimed at preparing preservice educators capable of serving the handicapped well; education faculty members seek opportunities to work with other human service professionals, such as those in health sciences--and vice versa.
5. Human services professionals--including professors and practitioners in educatio health sciences, mental health, corrections, social work, and others--collabor ate in formalizing a new structure for the delivery of preservice to human services professionals.

V. Present degree of attainment (where you are now in reaching this goal):



SCHOOL: ______________________

DEANS' GRANT PROJECTS
CENTRAL REGION

I. Competency Cell: Curriculum - field experiences Project Year: Fifth

II. Specific goal (for this competency cell, for this year):

Design a new instrument for evaluation of student teachers' performance in a dual certification (elementary/special education) program. [Project staff provided consultation services.]

III. Activities (used to reach this goal for this year):

1. Selected a team of elementary and special education student teaching coordinators.
2. Team observed performance of dual certificate student teachers in both elementary and special education settings.
3. Team conducted joint seminars.
4. Team requested input from supervising teachers.
5. Team designed evaluation instruments.

IV. Degrees of attainment (for this goal, for this year):

1. No student teaching coordinators interested in collaborating.

2. Team unable to collaborate.

3. Observations completed but no instruments designed.

4. Preliminary draft of instrument designed.

5. Design of evaluation instrument completed.

V. Present degree of attainment (where you are now in reaching this goal):

1 —— 2 —— 3 —— 4 X —— 5

DEANS' GRANT PROJECTS
CENTRAL REGION

I. Competency Cell: Student Competency - Knowledg Project Year: II

II. Specific goal (for this competency cell, for this year):

The student-teaching seminars introduce students to the IEP process - what it is and how it functions. For this year, we would like each seminar leader to cover the information in the IEP instructional unit.

III. Activities (used to reach this goal for this year):

1. Review of materials from IEP unit for 1978-79.
2. Inservice for all seminar leaders to familiarize them with revisions of unit.
3. Availability of Dean's Grant personnel for individual conferences to further assist individual seminar leaders.
4. Availability of materials to assist seminar leaders in implementing content.
5.

IV. Degrees of attainment (for this goal, for this year):

1. Not one seminar leader follows through to "teach" students about the IEP process.

2. Some seminar leaders teach the materials thoroughly, but most skip over the topic - treating it lightly and as though it has a low priority in the program.

3. Every seminar leader is involving their students in the materials and allotting the time to it that the department directed them to do; this may involve bringing in a guest lecturer from Special Education who may be more familiar with the IEP process.

4. Every seminar leader who conducts the lessons on IEPs has experienced the process in the public schools and enriches the lesson with personal accounts of its successes or arranges to bring into the seminar a practicing teacher who has had the relevant experiences to enrich the lesson.

5. Seminar leaders assess carefully the degree to which their students acquired the important concepts of the IEP unit and recycle students into additional lessons if found deficient.

V. Present degree of attainment (where you are now in reaching this goal):

1 — 2 — [✓ 3] — 4 — 5

School: ____________________

DEANS' GRANT PROJECTS
CENTRAL REGION

I. Competency Cell: ____________________ Project Year: ______________

II. Specific goal (for this competency cell, for this year):

III. Activities (used to reach this goal for this year):

1.

2.

3.

4.

5.

IV. Degrees of attainment (for this goal, for this year):

1.

2.

3.

4.

5.

V. Present degree of attainment (where you are now in reaching this goal):

1 — 2 — 3 — 4 — 5

Central Region Deans' Grants

GOAL ATTAINMENT

(Sample)

We would like each team to formulate three major goals for the project. For each goal we would like you to indicate five degrees of attainment.

Degrees of Attainment

1. Most unfavorable outcome thought likely.
2. Less than expected success.
3. Expected level of success.
4. More than expected success.
5. Best anticipated success thought likely.

Degrees of attainment should be specified in behavioral terms. For example, if you were teaching a course, a goal may be that your students demonstrate competency on your exams.

1. All students have scores of C or below.
2. Test scores positively skewed with few A's.
3. Test scores normally distributed.
4. All students get A's and B's on exam.
5. All students get A's on exams.